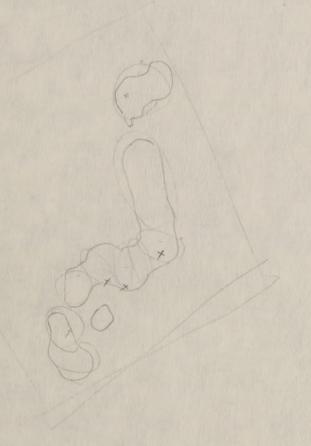
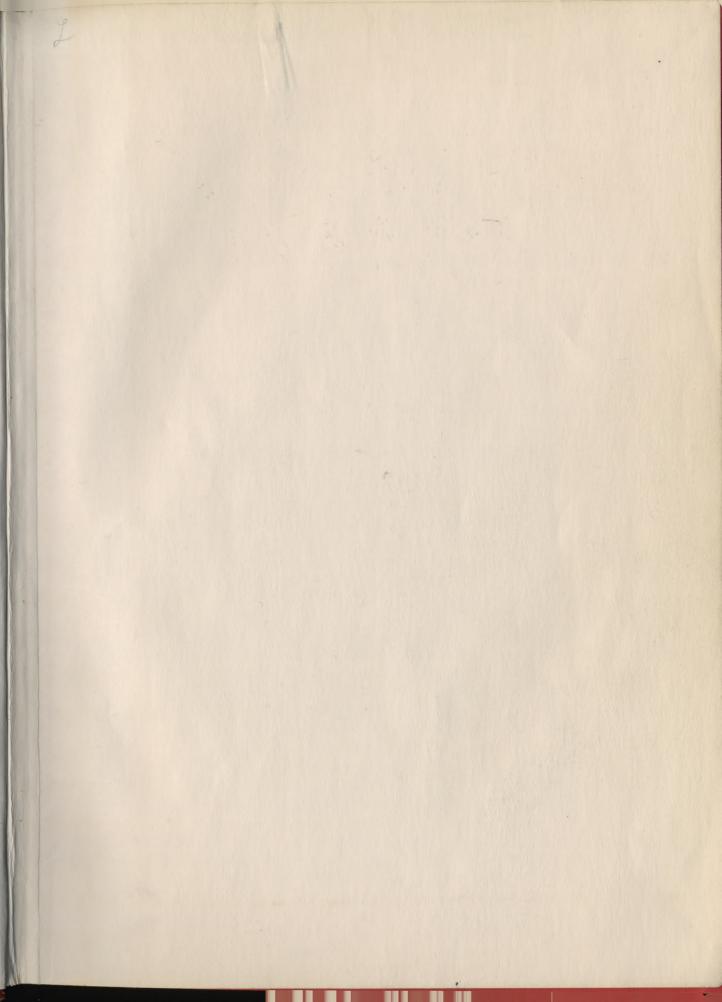
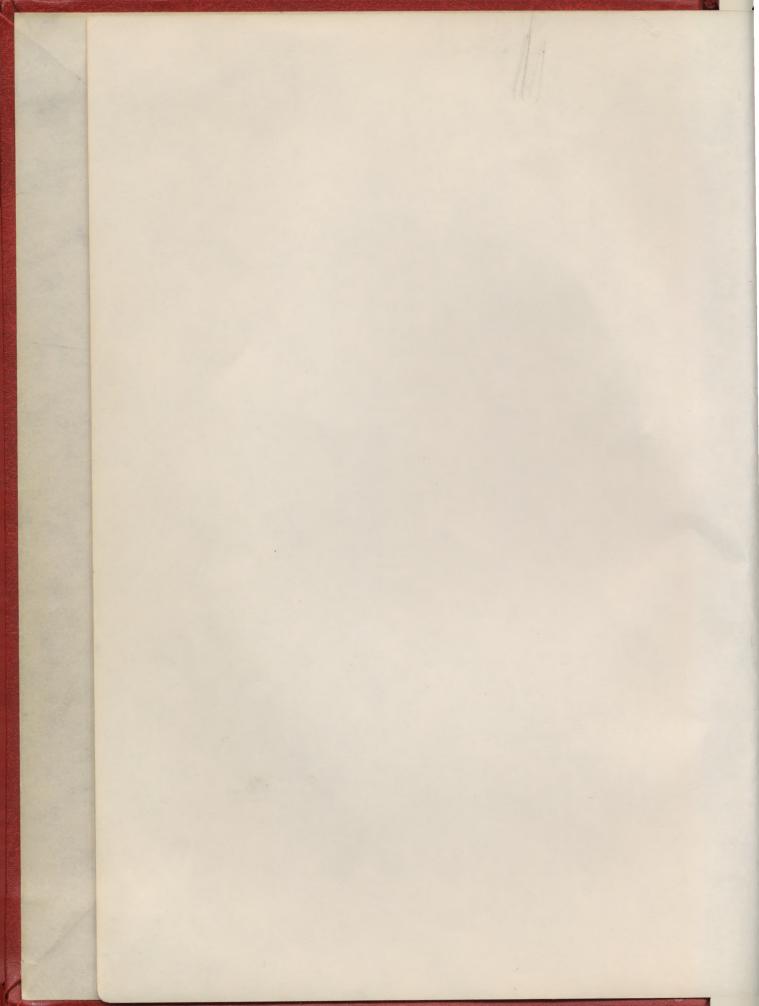


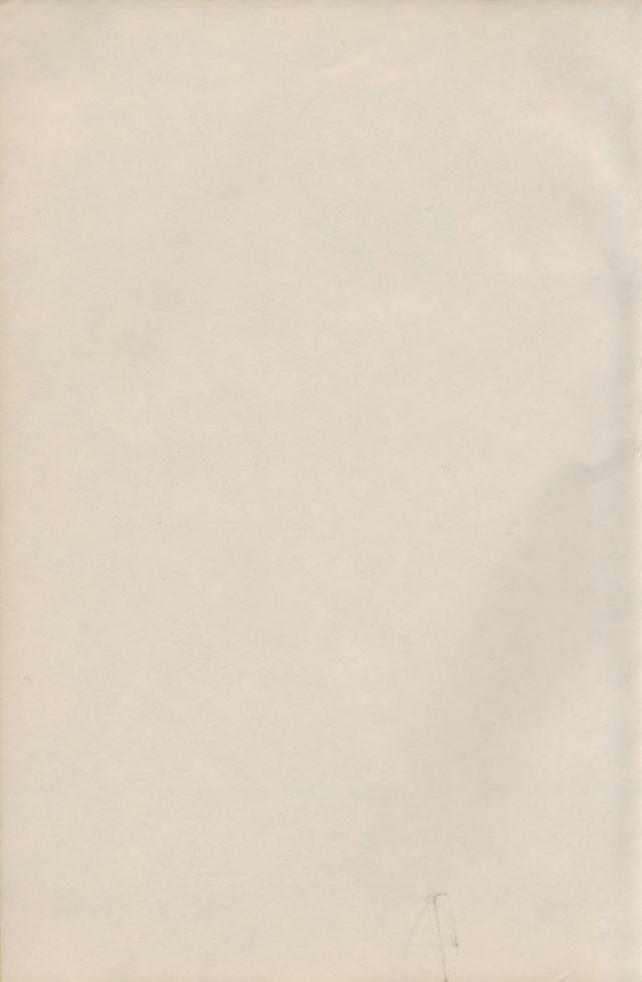
HAROLD & LEE LIBRADY.

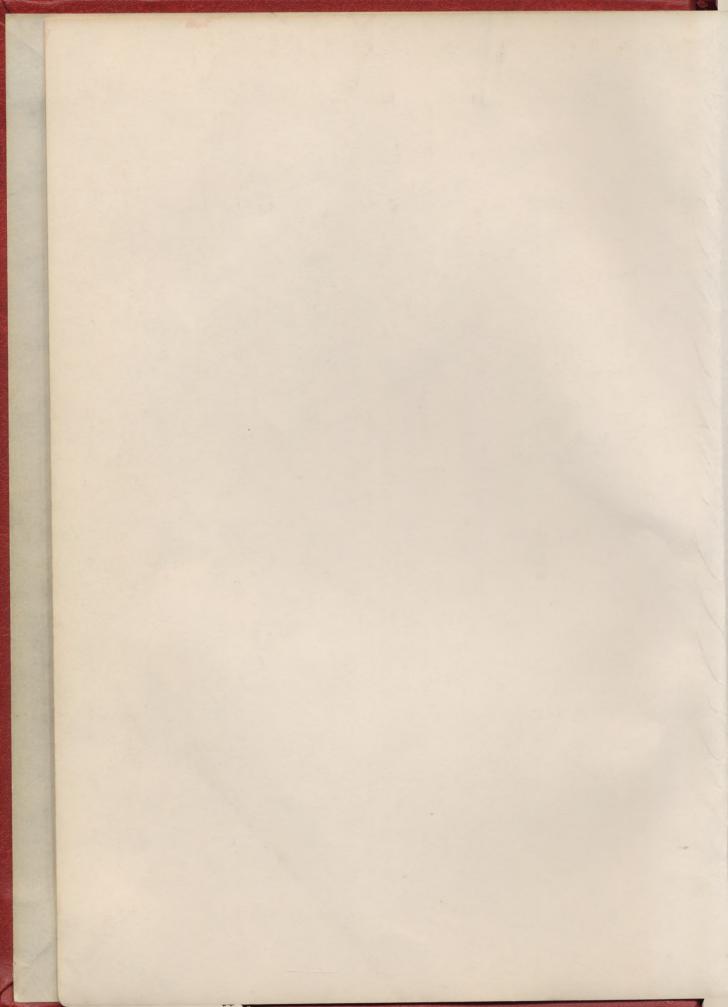
BRICHAM YOUNG UNIVERSITY
PROVO, UTAH







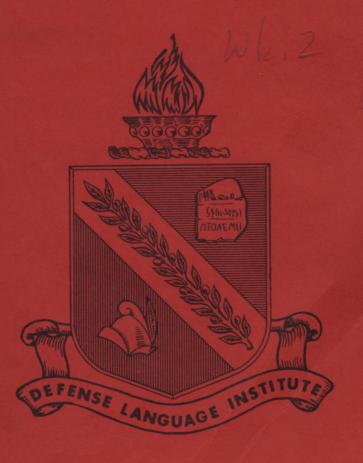




JAPANESE

SOUNDS
JAPANESE SPEECH
BASIC COURSE

VOLUME I
LESSONS 1-6



DEPARTMENT OF DEFENSE

DEFENSE LANGUAGE INSTITUTE

This pamphlet is for use by the faculty and staff of the Defense Language Institute solely for official purposes. It is NOT for general distribution. It may NOT be released to other persons, quoted or extracted for publication, or otherwise copied or distributed without specific permission in each instance from the Director, Defense Language Institute.

C. W. CHANEY

Colonel, U. S. Army

6W Chancy

Director

495, 68242 Vn3j V.1-3

JAPANESE

SOUNDS OF JAPANESE SPEECH

Basic Course

Volume I

Lessons 1 - 6

April 1967

PREFACE

The Japanese Course, consisting of 160 lessons in 21 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 2 proficiency in reading and writing Japanese. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

All inquiries concerning these materials, including requests for authorization to reproduce, will be addressed to the Director, Defense Language Institute, U. S. Naval Station, Anacostia Annex, Washington, D. C. 20390.

C. W. CHANEY

Colonel, U.S. Army

Director

PREFACE

Japanese is the language spoken by over 95 million people in the islands of Japan and by several millions more in Korea, Formosa, Ryuukyuu, Manchuria, and the Pacific Islands. The Japanese language is not closely related to any other language in the world. It is considered to be an independent language. The common notion that Japanese and Chinese are related comes from the fact that the Japanese people write their language with characters adopted from Chinese. Actually, Japanese is no more similar to Chinese than it is to English.

The Japanese spoken in different parts of Japan is not all of one kind. Speakers in different parts of Japan use different dialects of the language just as Americans do in different parts of the United States. The dialectal differences, however, are fast disappearing because Japan adopted one variety, the speech of educated persons in Tokyo as the standard in 1872, and has used it in teaching in all schools throughout Japan since then. This so-called standard Japanese is the language taught at this school. If you learn it, every Japanese will understand you, and most Japanese will be able to use it in talking to you.

Should you, however, go to a part of Japan where the usual pronunciation is slightly different from the one taught at this school, you should imitate them. All varieties of Japanese are equally correct so long as the people actually use them.

A native speaker is the only good source of firsthand knowledge of any language. Only a native speaker can tell you whether your pronunciation sounds normal and whether the sentences you use in your Japanese conversations are actually Japanese.

iv

CONTENTS

| | | | | Page |
|-------|-------|---------------------------|----|------|
| Int | rodu | ction Allag moissionsmord | | 1 |
| | 1. | General Comments | | 1 |
| | 2. | How to Use This Book | | 1 |
| | 3 . | Romanization | | 3 |
| | 4. | Japanese Syllabary | | 3 |
| | 5. | Devocalization of Vowels | | 20 |
| | 6. | Useful Expressions | | 21 |
| Less | son 1 | | | |
| | Α. | Perception Drill | | 25 |
| | В. | Dialogue | | 31 |
| | C. | Dialogue Translation | | 32 |
| | | Dialogue Adjunct | 40 | 33 |
| | D. | Pronunciation Drill | | 34 |
| | E. | Writing System | | 38 |
| | F. | Explanatory Notes | 4 | 43 |
| | G. | Homework Assignment | 4 | 17 |
| | н. | Vocabulary | 4 | 18 |
| Lesso | on 2 | | | |
| | Α. | Perception Drill | 5 | 1 |
| | В. | Dialogue | | 0 |
| | C. | Dialogue Translation | 6 | 1 |
| | | Dialogue Adjunct | 6. | 2 |

| Lesson | 2 | Page |
|--------|---|------|
| D. | Pronunciation Drill | 63 |
| E. | Writing System | 67 |
| F. | Explanatory Notes | 71 |
| G. | Homework Assignment | 74 |
| н. | Vocabulary | 75 |
| Lesson | 3 any language sensor den de travilapore d' | |
| Α. | Perception Drill | 79 |
| В. | Dialogue | 88 |
| C. | Dialogue Translation | 89 |
| | Dialogue Adjunct | 90 |
| D. | Pronunciation Drill | 91 |
| В. | Writing System | 94 |
| F. | Explanatory Notes | 98 |
| G. | Homework Assignment | 104 |
| н. | Vocabulary | 105 |
| Lesson | Homework Assignment | |
| Α. | Perception Drill | 108 |
| В. | Dialogue | 114 |
| c. | Dialogue Translation | 115 |
| D. | Dialogue Adjunct | 116 |
| | Pronunciation Drill | 117 |
| В. | Writing System | 119 |

| Lesson | 4 4 | |
|----------|--------------------------------------|------|
| | | Page |
| | Explanatory Notes | 123 |
| G | . Homework Assignment | 125 |
| Н | . Vocabulary | 126 |
| Lesson | 5 and the writing of Japanese, first | |
| А | . Perception Drill | 129 |
| В | . Dialogue | 135 |
| C. | Dialogue Translation | 136 |
| D. | Pronunciation Drill | 137 |
| E. | Writing System | 142 |
| F. | Explanatory Notes | 145 |
| G. | Homework Assignment | 148 |
| н. | Vocabulary | |
| Lesson 6 | Welting System | 149 |
| Α. | Perception Drill | |
| В. | Dialogue | 153 |
| C. | Dialogue Translation | 157 |
| D. | | 158 |
| E. | Pronunciation Drill | 159 |
| | Writing System | 160 |
| F. | Explanatory Notes | 163 |
| G. | Homework Assignment | 165 |
| H. | Vocabulary | 166 |
| abular | y List (Alphabetically arranged) | 167 |

INTRODUCTION

1. General Comments

This volume contains six lessons, prepared to acquaint you with the sounds of Japanese speech and to teach you the reading and the writing of Japanese, first in Roman letters and then in a conventional Japanese form of writing called Hiragana. The basic Hiragana are introduced gradually over the first four lessons. This includes long vowel sounds. Contracted sounds and assimilated sounds are introduced in Lessons 5 and 6. Hiragana used as particles are introduced in Lesson 6. Lessons 1 through 6 each consist of:

- A. Perception Drill
- B. Dialogue
- C. Dialogue Translation
- D. Pronunciation Drill
- E. Writing System
- F. Explanatory Notes
- G. Homework Assignment
- H. Vocabulary

2. How to Use This Book

a. Introduction

The instructor in charge should go through the phonological features in the Introduction carefully and teach the sounds of Japanese speech represented in Roman letters through drill.

b. Lessons 1 through 6

During the second hour in the afternoon, Perception

Drill will be conducted followed by introduction of the Dialogue in the last hour. The first hour in the morning will be utilized for the recitation of the Dialogue, and the second hour for Pronunciation Drill and/or Recombination Drills. The third hour in the morning and the first hour in the afternoon will be utilized for teaching the reading and writing of conventional Japanese.

c. Homework

Students are required to study at home or in their barracks all the vocabulary and commit the Dialogue to memory for recitation the following morning. They are also required to learn to read and write the assigned syllabary. Without command of these, they will not be able to read the text materials in succeeding volumes beginning with Lesson 7.

For homework use, every lesson in this volume is taped in its entirety. For Perception Drill and the first reading of the Dialogue, a pause is provided after each utterance for student repetition. Students should listen carefully to the utterance and repeat after them aloud during the provided pauses. During this practice, students should have their textbooks open so that correct Japanese sound values may be attached to given combinations of Roman

letters. For comprehension, listen to the Dialogue recorded at normal speed with the book closed. For Pronunciation Drill, listen carefully to the tape with the book open and repeat aloud after the models in the provided pause.

3. Romanization

There are a number of systems used to Romanize
the Japanese language; however, the Hepburn and Kunrei
systems are the two most common ones today. The Kunrei
system is good for Japanese to learn, but for Englishspeaking people, the Hepburn system is better suited. For
this reason, the Romanization used by the Japanese Department
at DLI is based on the Hepburn system with one modification
to facilitate the use of standard English typewriters. This
modification is the doubling of vowels for indicating long
vowel sounds.

4. Japanese Syllabary

The Japanese language can be written in terms of lio distinct syllables.

- 5 vowel syllables
- 64 consonant + vowel syllables
- 36 consonant + y + vowe1 syllables
 - 5 single consonant syllables

They are shown in the following chart.

JAPANESE SYLLABLES

| 12 | 11 | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
|-------|------|--------|---------|--------------|-------|--------|--------|---------|--------|--------|-----|
| n | ра | wa | ra | ya | ma | ha | na | ta | sa | ka | a |
| k | pi | - | ri | 11 | mi | hi | ni | chi | shi | ki | i |
| p | pu | 1.60 | ru | yu | mu | fu | nu | tsu | su | ku | u |
| t | pe | N SP | re | gert a | me | he | ne | te | se | ke | e |
| s | ро | DE S | ro | yo | mo | ho | no | to | so | ko | 0 |
| | -MeH | 3650 | AT ESTA | de - Mar | PERA | 285 | *** | NEW TON | 100 80 | iki me | 134 |
| 30 | ba | 108 | 101799 | PLR | Sere, | araud. | | da | za | ga | 190 |
| Sur S | bi | RSNR | rel ved | d- voi | ean-s | oito | at man | (ji) | ji | gi | |
| | bu | | | | | | | (zu) | zu | gu | |
| | be | | | | | | | de | ze | ge | |
| | bo | | BUBB | | | | | do | zo | go | |
| E 8 " | 30 | | 1 3 3 3 | e 7: 5 3 3 3 | 91330 | RUGE | | | genc b | | |
| wit | руа | n 7. | rya | | mya | hya | nya | cha | sha | kya | WO |
| | pyu | Ros | ryu | ek us | myu | hyu | nyu | chu | shu | kyu | 333 |
| 30 | руо | 14.9 | ryo | pd q | myo | hyo | nyo | cho | sho | kyo | |
| | | 4 4 54 | 73 4 74 | | 1 080 | - 15 | 2805 | no igr | - | 20270 | 01 |
| | bya | | | | pole | e cay | | ja | ja | gya | |
| | byu | | netde | Tue | - | | | ju | ju | gyu | - |
| | byo | | | | | | | jo | jo | gyo | |

The first thing a student must learn is to correctly pronounce these syllables, written in the Roman alphabet but which represent different sounds. He must listen carefully to the instructor and learn to discriminate the sounds, to utter the sound correctly, and also to associate the sounds with certain combinations of Roman letters without regard to his long established English reading habits.

a. Column 1

Column 1 in the above chart represents the 5 vowels of Japanese.

<u>a</u> similar to a in father

<u>i</u> " " i " machine

<u>u</u> " " u " put

<u>e</u> " " e " bet

<u>o</u> " " o " soft

Single Japanese vowels are pronounced short and crisp. Long vowel sounds are indicated by doubling the symbols: e.g., aa, ii, uu, ee, and oo. The time required to pronounce these long vowels is almost three times that of short vowels. For a long o, the original mouth shape must be maintained for the duration to avoid forming an oudiphthong, which is one of the very common errors that the

English-speaking people make in learning Japanese sounds.

Since vowel length is phonemic, long and short vowels must be carefully differentiated.

Exercise 1:

| | | Short | | Long |
|----|----------|------------|-----------|------------------|
| 41 | a | oh! | aa | yes |
| | i | stomach | <u>ii</u> | good |
| | u | cormorant | uu | agonizing groan |
| | <u>e</u> | painting | ee | yes |
| | 0 | tail | 00 | king |
| , | ku | ward | kuu | eat |
| | sa | difference | saa | well, let me see |
| | | | | |

There are some Japanese words in which the same vowel sounds are repeated but not prolonged.

For example:

| ba tai | in case |
|--------------------|---------------------|
| tai'i | captain (army rank) |
| fu [*] un | misfortune |
| e¹en | epiglottis |
| o¹oshii | man1y |

In these instances, if the double vowel is pronounced as a long vowel, it will be a mispronunciation. Fortunately, there are only a few of these. Two or more vowels may be used in sequence other than above. In such a case each vowel is pronounced separately.

Exercise 2:

ue (u-e)top, onai (a-i)loveaoi (a-o-i)blueoie (o-i-e)houseeauee (e-a-u-ee)airway

b. Columns 2 through 11

These are syllables consisting of consonants plus a vowel arranged in the order of the Japanese syllabary. In all cases, the values of the vowels remain the same as in Column 1 explained above.

(1) The consonant <u>k</u> and vowels are pronounced similar to <u>c</u> in 'cook' before a, e, u, o and similar to <u>c</u> in 'cute' in <u>ky</u> or <u>k</u> before <u>i</u>. In either case there is less aspiration than in English.

Exercise 3:

ka mosquito kao face
kaki fence koe voice
kaku to write kui stake
kake bet kyaku guest

| kako | past | kyoka | permission |
|--------|---------|----------|------------|
| kiku | to hear | kyuu | sudden |
| koko | here | koo | incense |
| kuki | stem | kuu | emptiness |
| kuukoo | airport | kyookyuu | supply |

The voiced counterpart of \underline{k} is similar to \underline{g} in 'go' before a, u, e, o, and \underline{g} in 'regular' before \underline{i} in \underline{g} combination.

Exercise 4:

| gaga | rugged | guai | condition |
|--------|-----------|----------|-----------|
| gagu | bedding | gei | craft |
| guai | condition | gogo | p.m. |
| gigei | arts | gigoku | scanda1 |
| gyoogi | mannerism | gyaagyaa | scream |

<u>G</u> appearing medially may be pronounced <u>ng</u>, similar to the <u>ng</u> in 'sing.' Some Japanese habitually use <u>ng</u> instead of <u>g</u> and others do not. It does not matter how it is pronounced so long as you understand it. The difference is not phonemic.

(2) The consonant <u>s</u> and vowels are pronounced similar to <u>s</u> in 'see' before a, u, e, and o. It is pronounced similar to <u>sh</u> in 'she' before <u>i</u>. In contracted sounds it is written <u>sha</u>, <u>shu</u>, and <u>sho</u>.

Exercise 5:

| sasu | to point | seki | seat |
|---------|--------------|----------|------------------------|
| soko | there | suki | fondness |
| shika | deer | ashi | 1eg |
| soshiki | organization | sekai | world |
| sooko | warehouse | suuki | varied fortune |
| shoki | early period | shooki | consciousness |
| shuuki | cyc1e | shaashaa | shamelessly |
| oshii | precious | seou | to carry on one's back |

The voiced counterpart of \underline{s} is similar to \underline{z} in 'bazaar' before a, u, e, and o, similar to \underline{j} in 'reject' before \underline{i} and in contracted sounds \underline{ja} , \underline{ju} , \underline{jo} .

Exercise 6:

| zashiki | Japanese | shizuka | quiet |
|----------|-------------|---------|--------------|
| Zushi | P. N. | zei | tax |
| sazo | indeed | zooka | increase |
| zuuzuush | ii impudent | kujaku | peacock |
| kuji | 9 o'clock | joshi | women |
| shijuu | always | jigoku | he11 |
| juugo | fifteen | jooki | steam |
| jikei | affection | jiei | self defense |

similar to t in 'stop' before a, e, and o. The position of the tongue is much more forward than in the case of the English t and has little aspiration. T before i is pronounced similar to ch in 'cheese'; therefore, it is Romanized chi. It is the same in cases of the contracted sounds cha, chu, cho. T before u is pronounced similar to ts in 'wants'; therefore, it is Romanized tsu. In either case the position of the tongue is further forward than in English.

Exercise 7:

| ta | paddy field | te | hand |
|--------|-------------|---------|------------|
| to | door | tate | vertical |
| tochi | 1and | tsuchi | soil |
| otoko | man | teate | treatment |
| tsuki | moon | kutsu | shoe |
| ikutsu | how many | chikai | near |
| chikei | topography | kichi | base |
| kuchi | mouth | tsuuchi | report |
| teido | degree of | tookei | statistics |
| ocha | tea | choocho | butterf1y |
| uchuu | space | chuui | caution |
| | | | |

The voiced counterpart of <u>t</u> is similar to <u>d</u> in 'done' before a, e, and o. <u>Di</u> and <u>du</u> are pronounced <u>ji</u> and <u>zu</u> respectively in Japanese and so written.

Exercise 8:

| daku | to embrace | дектат | ready-made |
|--------|----------------------|----------|----------------|
| doko | where? | deau | to meet |
| doku | poison | daeki | saliva |
| daidai | for genera- tions | deguchi | exit |
| sode | sleeve | shidashi | caterer oct. a |

(4) The consonant \underline{n} and vowels are pronounced similar to \underline{n} in 'not' before a, u, e, and o. \underline{N} before \underline{i} and contracted sound $\underline{n}\underline{y}$ are pronounced similar to \underline{n} in 'revenue.'

Exercise 9:

| nae | seedling | nao | further |
|--------|---------------|----------|-----------|
| nuku | to pull out | neko | cat |
| noko | a saw | niku | meat |
| nooka | farmer | naosu | to repair |
| nani | what | gyuunyuu | mi1k |
| nyuuei | entering army | nyooso | urea |
| nyuu | new | nioi | fragrance |

similar to <u>h</u> in 'hat' before a, e, and o. <u>H</u> in Japanese is a forceful sound when compared to that of English.

Students should blow air out strong enough to feel it. This is especially so in the contracted sounds <u>hya</u>, <u>hyu</u>, and <u>hyo</u>. <u>Hy</u> and <u>h</u> before <u>i</u> are similar to <u>h</u> in 'humor.' In the Hepburn system <u>hu</u> is written <u>fu</u>. This is a bilabial sound similar to <u>wh</u> in 'who'; a puff of air is blown through the narrow opening of the lips. Unlike English, the upper front teeth are not involved.

Exercise 10:

| haha | mother | heta | unskilled |
|-----------|------------------|--------------|--------------------|
| hohei | infantry | ho | sail |
| hito | person | hitotsu | one |
| jihi | mercy | hyaku | 100 |
| hyooshi | cover | hyoito | by chance |
| hyuuzu | fuse | hyoogo | motto |
| hyakushoo | farmer | hyakunichize | eki whooping cough |
| hoohei | artillery | heitai | soldier |
| hiiki | | | |
| HILLKI | favor | toohi | escape |
| fuku | favor to blow | fune | escape boat, ship |

(6) The consonant <u>m</u> and vowels are pronounced similar to <u>m</u> in 'my' before a, u, e, and o and similar to <u>m</u> in 'music' before <u>i</u> and in the <u>my</u> contracted sound.

Exercise 11:

| mae | front | mune | chest |
|-----------|-----------|------------|----------------|
| megumi | blessing | motsu | to hold |
| tomodachi | friend | meue | one's superior |
| mugi | wheat | nomu | to drink |
| mimi | ear | migi | right |
| mimono | spectacle | nomi | f 1ee |
| myaku | pulse | myoonen | next year |
| myoonichi | tomorrow | myuujikaru | musical show |
| mootaa | motor | meishi | calling card |

(7) The consonant y plus vowels are pronounced similar to y in 'yes' before a, u, and o.

Exercise 12:

| yane | roof | yama | mountain |
|--------|------------|----------|-------------|
| yume | dream | yuka | floor |
| yuueki | beneficial | yoi | good |
| yooji | business | hiyoo | expense |
| ji yuu | freedom | sakanaya | fish market |
| honya | book shop | yuumei | famous |

(8) The consonant \underline{r} and vowels.

The Japanese <u>r</u> is called a flap because the tip of the tongue flaps against the gum behind the upper front teeth (alveolar ridge) in pronouncing it. It is somewhat akin to the <u>t</u> in the slurred pronunciation of the English word 'little.' The important thing to remember in producing this sound is to try to keep the tongue forward and down. In articulating <u>ri</u> and <u>ry</u>, the tip of the tongue is in a forward position raised to flap against the alveolar ridge, and at the same time the back part of the tongue is raised and in position to make the <u>y</u> sound. A similar phenomenon occurs in articulating the English word 'ewe.'

RYUU (dragon) sounds similar to 'ewe' preceded by the flapped <u>r</u>, 'r-ewe.'

Exercise 13:

Putrol pulment raigetsu next month rajio radio old furui kind rui example rekishi history rei roei bivouac roku six grave1 jari riku 1and land mine hardship jirai kuroo room rireki personal ruumu history

| ryakuji abbreviated word | Ryuukyuu | P. N. |
|--------------------------|------------|------------|
| ryooriya restaurant | ryokoo | trave1 |
| ryoohoo both | ryuuchoo | fluency |
| ryuusei shooting star | ryakudatsu | pillage |
| kyuuryuu rapids | shur yoku | main force |

(9) The consonant \underline{w} and the vowel \underline{a} are pronounced similar to \underline{w} in 'wash.' \underline{W} plus the vowel \underline{o} is used in some localities in Japan, but in the standard Japanese \underline{wo} is pronounced the same as the vowel \underline{o} and so written. This \underline{o} is used only as a particle.

Exercise 14:

| wa | peace | wake | reason |
|-----------|------------------|---------|----------------------|
| waei | Japanese-English | eiwa | English- Japanese |
| watakushi | Blood BE | iwai | celebration |
| kawaku | to dry | omowanu | unexpected |
| Shoowa | era name | utsuwa | utensi1 |

(10) The consonant <u>p</u> and vowels are pronounced similar to <u>p</u> in 'put' before a, u, e, and o. <u>P</u> before <u>i</u> and in <u>py</u> are similar to <u>p</u> in 'pure.' In either case it is not aspirated as strongly as in those words.

Exercise 15: made of the special of dispersion and the second special special

| pasu | a pass | puro | a professional |
|------|--------|-------|----------------|
| pen | a pen | peeji | page |

posuto mailbox potapota drop by drop pichapicha splash, splash pike picket piano piano Pyuritan Puritan

The voiced counterpart of <u>p</u> is <u>b</u>, and it is pronounced similar to <u>b</u> in 'boy' before a, u, e, and o and
<u>b</u> in 'bureau' before <u>i</u> and in 'by.'

Exercise 16:

| bakudan | bomb | bakugeki | bombing |
|---------|---------------|----------|---------------------|
| baka | foo1 | buki | weapon |
| butai | military unit | Beikoku | U.S.A. |
| betsu | separate | betabeta | all over; sticky |
| boku | I | boodoo | riot |
| biiru | beer | bikubiku | trembling |
| byooki | illness | byoobu | folding screen |
| byuuken | fallacy | byakue | white robe |

c. Column 12.

(1) <u>N</u> represents a syllabic nasal sound and constitutes an independent syllable. It is pronounced similar to <u>ng</u> in 'sing.' When this syllabic <u>n</u> is followed by a syllable beginning with <u>p</u>, <u>b</u>, or <u>m</u>, there is a natural tendency for the mouth to close and to form a syllabic <u>m</u> sound. At this Institute, the syllabic <u>n</u> representation

will be utilized for this, which is the trend in Japanese publications, rather than the syllabic \underline{m} .

Exercise 17:

| on | sound | onna | woman |
|---------|---------------|----------|--------------------|
| benkyoo | study Such a | kenkoo | health |
| sonkei | respect | genki | vigor |
| son | loss | ron | argument |
| un | fortune | undoo | exercise |
| gen-eki | standing army | gun-i | surgeon (military) |
| an-anri | tacit | an-un | dark cloud |
| kan-oke | casket | shin-yuu | intimate friend |
| kin-yoo | Friday | sanbyaku | 300 |
| sanpo | stro11 | anmari | excessively |

(2) <u>K</u> may occur by itself in front of another syllable that begins with <u>k</u>. Such a <u>k</u> is considered a syllable but is not articulated. The tongue takes the position as if to say <u>k</u> and is held without articulation for one syllable length before uttering the next syllable. A similar phenomenon may be observed in the pronunciation of the English word 'bookkeeper.'

Exercise 18:

squid

ika

| jiko | accident | jikko | 10 of |
|--------|----------------|---------|-----------|
| ikyoku | medical office | ikkyoku | one music |
| 1986 | Adams | DESERT. | - Lavince |

ikka

a family

hakkiri clearly yukkuri slowly
hakka mint ikken one house
sekkyoo sermon tokkyuu special express
shikkyaku one's downfall fukko restoration

(3) <u>T</u> may occur by itself in front of another syllable that beings with <u>t</u> or <u>ch</u>. Such a <u>t</u> constitutes a syllable, but it is not articulated. The tongue is pushed against the back of the upper front teeth as if to produce a <u>t</u> sound and kept there without articulation for one syllable length. A similar phenomenon occurs when the two English words 'cat town' are uttered.

Exercise 19:

| uta | song | utta | shot |
|--------|---------|--------|-------------|
| kite | coming | kitte | stamp |
| machi | town | matchi | match |
| sotto | quietly | ittsuu | one corres- |
| SOLLO | quietry | 10000 | pondence |
| rittai | a solid | otto | husband |

| otte | pursuer | Hattori | P. N. |
|--------|----------|---------|--------------|
| atchi | that way | matcha | powdered tea |
| itchoo | 360 feet | nitchuu | daytime |

(4) <u>P</u> may occur by itself in front of another syllable that begins with <u>p</u>. Such a <u>p</u> constitutes a syllable, but it is not articulated. The lips are brought together as if to produce <u>p</u> and this position is held for one syllable length. A similar phenomenon occurs when the two English words 'pep pill are uttered.

Exercise 20:

| supai | spy | suppai | sour |
|---------|----------------|----------|--------------|
| shippai | blunder | rappa | bugle |
| rippa | splendid | toppa | penetration |
| happoo | all directions | happu | promulgation |
| ippen | one side | ippuippu | monogamy |
| happyoo | announcement | happyaku | 800 |

(5) An <u>s</u> may occur by itself in front of another syllable beginning with <u>s</u>. Such an <u>s</u> constitutes a syllable. Sibilation begins with it and continues for one syllable length and continues without a break into the following syllable. It is similar to the first <u>s</u> in the English word 'disservice.'

Exercise 21:

| isai | details | issai | a11 |
|--------|--------------------|-------|--------------|
| iso | beach | issoo | all the more |
| isho | will | issho | together |
| | | | |
| | | | |
| shisso | fruga1 | isshu | a kind |
| shisso | frugal magazine | isshu | a kind |

5. Devocalization of vowels

In Japanese some vowels are devocalized or become weak when spoken at normal speed. In slow speech or in very polite speech this phenomenon may not be observed.

a. The vowels \underline{u} and \underline{i} in unaccented syllables are devocalized when they occur between two voiceless consonants. When a syllable with \underline{u} occurs at the end of an expression, the same phenomenon will also occur. \underline{I} in a similar situation becomes weak.

| Accented | | Unaccented | syllable bed |
|----------|---------------|------------|----------------|
| susu | soot | sushi | vinegared rice |
| shishi | lion | shishi-mai | lion dance |
| kiso | foundation | Kiso | P. N. |
| kushi | slave driving | kushi | comb |
| kishi | knight | kishi | shore |

Where?

| kinu | silk | kusa | grass |
|--------------|-------------|--------|----------|
| kiru | to cut | suki | fondness |
| shiso | originator | tsuta | ivy |
| shika | only | suteru | discard |
| Soo desu ka. | Is that so? | | |
| Soo desu. | That's so. | | |
| | | | |

Koko e koi. Come here.

b. A in ka and o in ko tend to be devocalized when ka or ko occurs in sequence and are not accented.

kaKANAI koKORO

c. A in ha and o in ho tend to be devocalized when an accented syllable with the same vowel ending follows.

ha KA ho KORI ho SOI

6. Useful expressions

| VI. | Sensei | instructor, teacher |
|-----|--|---------------------------|
| 12. | Sumisu san (san=Mr., Mrs., Miss, or | Mr. or Mrs. Smith Master) |
| 13. | Ohayoo gozaimasu. | Good morning. |
| 14. | Konnichi wa. | Good day, Good afternoon. |
| 15. | Ogenki desu ka? | How are you? |
| 16. | Arigatoo gozaimasu. | Thank you. |
| ~ | Genki desu. | I'm fine (well). |
| 17. | Itte kudasai. | Please say it. |

Minna issho ni.

Moo ichido.

10. Yonde kudasai.

LII. Kaite kudasai.

Hon o dashite kudasai.

Kore o mite kudasai. 13.

Yakushite kudasai. 14.

Hayaku itte kudasai. 15.

16. Yukkuri

17. hakkiri

18. Ookii koe de

Chigaimasu. 19.

20. Iie.

Hai, soo desu. 21.

Yoku dekimashita. 22.

Moo jikan desu. 23.

Sore dake (desu). 24.

125. Sayoonara.

26. Dewa mata ashita.

All together.

Once more.

Please read.

Please write.

Take out your book, please.

Please look at this.

Please translate.

Say it quickly.

slowly

clearly

1ouder

That's wrong.

No.

Yes, that's right.

Yes, it is.

You did it well; Well done.

It's time.

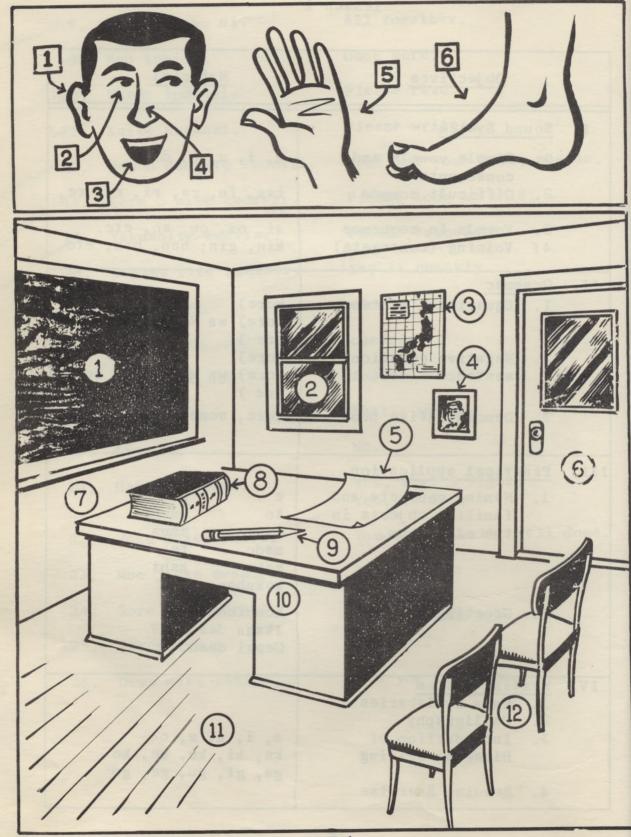
That's all.

Goodbye.

See you tomorrow.

Lesson 1

| | 410 | Objectives | Materia1 |
|------|----------------|---|---|
| Ι. | 1. 2. 3. | Simple vowels and consonants Difficult sounds Vowels in sequence Voicing (contrasts) | a, i, u, e, o tsu, fu, ra, ri, ru, re, ro ai, oi, ou, ao, etc. kin, gin; han, ban; etc. |
| II. | 2. | Equational sentence | kore) sore) wa NOUN-desu are) kore) sore) wa NOUN-dewa arimasen are) kore, sore, are |
| III. | 1. | Naming concrete and familiar objects in the classroom. Greetings | e me to kuchi isu hana mado te kabe ashi kokuban Konnichi wa. Ikaga desu ka? Genki desu. |
| IV. | 1. 2. 3. | iting system Kana Syllabaries Calligraphy Introduction of Hiragana writing Reading Exercise | a, i, u, e, o ka, ki, ku, ke, ko ga, gi, gu, ge, go |



A. Perception Drill

Nouns:

(a) For repetition

me

e desu ka?

me desu ka?

hai, e desu

hai, me desu

to

te

to desu ka?

te desu ka?

hai, to desu

hai, te desu

isu

mimi

isu desu ka?

mimi desu ka?

hai, isu desu

hai, mimi desu

mado

hana

mado desu ka?

hana desu ka?

hai, mado desu

hai, hana desu

kabe

kuchi

kabe desu ka?

kuchi desu ka?

hai, kabe desu hai, kuchi desu

ashi kami

ashi desu ka? kami desu ka?

hai, ashi desu hai, kami desu

chizu hon

chizu desu ka? hon desu ka?

hai, chizu desu hai, hon desu

kokuban yuka

kokuban desu ka? yuka desu ka?

hai, kokuban desu hai, yuka desu

tsukue <u>enpitsu</u>

tsukue desu ka? enpitsu desu ka?

hai, tsukue desu hai, enpitsu desu

- 2. Simple question (What is it?).
 - (a). For Repetition nan desu ka?

(b). For Response

Q: nan desu ka?

A: kami desu.

Q: nan desu ka?

A: hon desu.

Q: nan desu ka?

A: mado desu.

Q: nan desu ka?

A: kokuban desu.

Q: nan desu ka?

A: kabe desu.

Q: nan desu ka?

A: isu desu.

Q: nan desu ka?

A: mimi desu.

- 3. Demonstrative pronouns as subjects. (Is this a book, etc.)
 - (a). For Repetition

kore-wa hon desu.

kore-wa kami desu.

sore-wa enpitsu desu.

sore-wa isu desu.

are-wa chizu desu.

are-wa mado desu.

(b). For Response kore-wa hon desu ka?

hai, sore-wa hon desu.

kore-wa enpitsu desu ka?

hai, sore-wa enpitsu desu.

sore-wa mado desu ka?

hai, kore-wa mado desu.

sore-wa chizu desu ka?

hai, kore-wa chizu desu.

are-wa kokuban desu ka?

hai, are-wa kokuban desu.

are-wa to desu ka?

hai, are-wa to desu.

4. Demonstrative pronouns as subjects--with the interrogative pronoun 'what.' (What is this, etc.)

(a). For Repetition

kore-wa nan desu ka?
sore-wa nan desu ka?
are-wa nan desu ka?

(b). For Response

kore-wa nan desu ka?

sore wa me desu.

kore-wa nan desu ka?

sore-wa mimi desu.

sore-wa nan desu ka?

kore-wa isu desu.

sore-wa nan desu ka?

kore-wa mado desu.

are-wa nan desu ka?

are-wa nan desu ka?

are-wa nan desu ka?

are-wa nan desu ka?

are-wa chizu desu.

are-wa nan desu ka?



- 5. Negative equation sentence
 - kore-wa hon dewa arimasen.

 sore-wa isu dewa arimasen.

 are-wa mado dewa arimasen.
 - (b). For Response

 kore-wa kokuban desu ka?
 - Iie, sore-wa kokuban <u>dewa arimasen</u>.

 kore-wa yuka desu ka?
 - Iie, sore-wa yuka <u>dewa arimasen</u>.
 sore-wa kabe desu ka?
 - Iie, kore-wa kabe <u>dewa arimasen</u>.
 sore-wa kami desu ka?
 - Iie, kore-wa kami <u>dewa arimasen</u>.

 are-wa e desu ka?
 - Iie, are-wa e <u>dewa arimasen</u>.

 are-wa to desu ka?

 Iie, are-wa to <u>dewa arimasen</u>.

B. Dialogue

- 1. A: Konnichi wa.
 - B: Konnichi wa.
- 2. A: Ikaga desu ka?
 - B: Genki desu.
- 3. A: Kore wa nan desu ka?
 - B: Sore wa hon desu.
- 4. A: Kore wa kokuban desu ka?
 - B: Hai, sore wa kokuban desu.
- 5. A: Kore wa mado desu ka?
 - B: Iie, sore wa mado dewa arimasen.
- 6. A: Dewa, kore wa nan desu ka?
 - B: Sore wa kabe desu.

C. Dialogue Translation

- 1. A: Hello.
 - B: Hello.
- 2. A: How are you?
 - B: I am fine.
- 3. A: What is this?
 - B: That's a book.
- 4. A: Is this a blackboard?
 - B: Yes, that's a blackboard.
- 5. A: Is this a window?
 - B: No, that's not a window.
- 6. A: Then, what's this?
 - B: That's a wall.

Lesson 1
Dialogue Adjunct

Kore wa nan desu ka? isu tsukue kami enpitsu Sore wa chizu yuka te ashi me mimi hana kuchi

D. Pronunciation Drill

- 1. The vowel <u>a</u> (<u>a</u> is short and clipped.)
 one-syllable words: ka, ta, na, ha
 two-syllable words: haha, kasa, hana, yama
 three-syllable words: yamaha, sakana, takara
- 2. The <u>i</u> (<u>i</u> is short and clipped.)
 one-syllable words: i, ki, hi, chi, shi
 two-syllable words: michi, shichi, ishi, ichi, imi
 three-syllable words: ishii, ibiki, hibiki
- 3. The vowel <u>u</u> (<u>u</u> is short, clipped, and has no liprounding.)

 one-syllable words: u, bu, ku, su, zu

 two-syllable words: kutsu, sumu, umu, kuru

 three-syllable words: sukumu, fukumu, yurumu, yurusu
- 4. The vowel <u>e</u> (<u>e</u> is short and clipped.)

 one-syllable words: e, ke, te, ne, me

 two-syllable words: ete

5. The vowel o (o is short and clipped.)

one-syllable words: o, to, ho

two-syllable words: koko, oto, soko, kono, sono, momo

three-syllable words: otoko, otoso, koromo, tokoro,

kodomo

6. The syllable tsu (tsu is pronounced further forward in the mouth than the English ts.)

kutsu tsuyu

matsu tsugi

motsu tsuna

tatsu tsumi

7. The syllable <u>fu</u> (The <u>fu</u> is produced by bringing the upper and lower lips together and then puffing air out between them. Unlike the English <u>f</u>, the Japanese <u>f</u> does not involve the upper teeth in its production.)

fune Fumiko

fuji fumoto

fuka fusuma

kifu fujin

fushi funka

8. The Japanese r

 \underline{R} is a flapped \underline{r} , made by flicking the tip of the tongue against the alveolar ridge (the area behind the upper teeth). To speakers of American English, it often sounds like a \underline{d} , but there are two main differences. The Japanese \underline{r} is shorter than \underline{d} . In the production of \underline{r} , the tip of the tongue makes contact with the alveolar ridge, whereas in the production of \underline{d} , it is the area of the tongue immediately behind the tip that makes contact against the upper teeth.

raku sore

rusu are

kuro kusuri

kariru kuruma

sora shirimasen

suru sayonara

kore iro

9. Vowe1s in sequence

hai ue

kao au

ie kau

ao mai

kaeru niau

guai nagai

10. Voicing

Voiceless
Voiced

kin
gin

pan
ban

ko
go

tenki
denki

shi ji me

tisberies) and takiff (Chinese Charles

a. They hold their pear the particular characte

way that its point is always directed toward the di

E. Writing System

1. Kana Syllabaries

There are two forms of the Japanese syllabary:

HIRAGANA and KATAKANA. Every HIRAGANA or KATAKANA represents a Japanese syllable. There are 73 different characters in each syllabary. The two forms are used to write Japanese, but foreign words transliterated into Japanese are usually written in KATAKANA. Japanese can be written in either one of the syllabic scripts. The difficulty with this is that the language has numerous words that sound alike, so that ambiguity may result. This deficiency is corrected by using Chinese characters.

The HIRAGANA writing system will be studied first, and the KATAKANA writing system will be introduced later on.

2. Calligraphy

The Japanese have certain common habits when writing KANA (syllabaries) and KANJI (Chinese characters). The sooner you acquire the same habits, the better you will be able to write. These habits are:

a. They hold their pen, pencil, or brush in such a way that its point is always directed toward the upper left-hand direction.

- b. Knowing exactly where the next stroke should come, they raise and shift the instrument directly from the finished stroke to the beginning of the next stroke.
- c. They write each stroke more slowly than when we write Roman letters. However, they shift from one character to the next one faster than when we write English words.
- d. They tend to end the last stroke of each character by raising and shifting the point toward the beginning of the next character.
- e. They usually write vertically from top to bottom with columns arranged from right to left. They also write horizontally from left to right as in English.

You must always follow the standard stroke order when writing KANA and/or KANJI. As you write each character, utter its sound or read it aloud. After copying each character once, immediately try to reproduce it without referring to any model. Check your effort for accuracy of shape and sequence of strokes, then try again to reproduce it without referring to the model. Continue this process until you succeed in writing the particular character correctly several times.

3. Hiragana

| a | | ka / | **** | ga / hs | カジャ |
|--------|----|------|------|---------|---------|
| i | | ki | 4 | gi | 2 5 6 7 |
| u | 27 | ku | 7 | gu / | |
| e / 2 | | ke / | 123 | ge / | 13 |
| 0 / 35 | 35 | ko / | 2 | 80/2 | 2 |

4. HIRAGANA Reading and Dictation Exercise:

.3 (

| shout, call | |
|----------------------------|------------------------------|
| 7 % Markinelgeners | above, top |
| カ`き | oyster, persimmon, fence |
| Toponese nouse | to write |
| The The pent of the | key |
| and the condesions | basket |
| あき | autumn |
| doi 2 ("no proter genders | to row |
| いえ appended mo | house 16 |
| \$ 2" | chin |
| ガリ | cliff |
| ly" Emose there is an in | play |
| Hely with resemble ling li | practice Kerko sich as III |
| あかい | red onjunctions such as |
| あおい | blue |
| かいこme word, pheaso, o | silkworm |
| うごく | to move |
| いかが | how? |
| おおきい | big and the of |
| おけいこ | practice and a communication |
| あいかぎ | duplicate key |
| けいえい | management |

いけがき hedge
かけごえ shout, call
うえかえ transplanting
あいこく patriotism

F. Explanatory Notes

1. Japanese Nouns

- a. Inflection: Japanese nouns are not inflected.
- b. <u>Number</u>: Japanese nouns do not have any distinction of plural forms like 'pen' or 'pens,' 'foot' and 'feet.' It is generally possible to determine what is meant by context.
- c. Gender: Japanese nouns do not have masculine, feminine, and neuter genders.
- d. Articles: Japanese nouns are not preceded by articles such as 'a,' 'an,' or 'the' as in English.

2. Particles

In Japanese there is an important group of words called particles, which resemble English prepositions such as 'in,' 'on,' 'of,' 'at,' 'from,' etc., or conjunctions such as 'because,' 'but,' 'since,' etc., in that they show the relation of one word, phrase, or clause to another or connect different parts of a sentence. They are sometimes called postpositions, always come after words, and are pronounced almost as though they were suffixes. One of the beginner's faults in speaking Japanese is over emphasizing the pronunciation of particles. They should be pronounced with the preceding words without a pause between, but not

loudly.

KORE-WA hon desu. "This is a book."

<u>WA</u> is a particle that has no definite English equivalent. In most cases it serves to set off the topic of a phrase, clause, or sentence about which a statement is made. Words, phrases, or clauses followed by the particle <u>WA</u> are placed at the beginning of Japanese sentences. When difficulty is encountered in comprehending sentences, the device of temporarily translating <u>WA</u> as 'as for' helps to clarify their meaning.

3. Equational sentence

An equational sentence is used to identify or name things both animate and inanimate. It is essentially made up of two parts: the subject (general topic) and the predicate (a statement of what or whom the subject is).

Equational sentence:

<u>Subject</u> <u>Predicate</u>

KORE WA NOUN DESU

Note that the subject is followed by the particle WA, and that the predicate ends with a copula DESU.

The English verb 'to be' (is, are, am, etc.) acts as a copula connecting two parts of a sentence as a kind of equal sign.

This is a book. This = a book.

I am a student. I = a student.

In Japanese DESU serves the same purpose.

The negative of DESU is DEWA ARIMASEN.

4. Interrogative Particle KA

A Japanese sentence ending with the interrogative particle \underline{KA} is a question. Any statement can be made into a question by adding \underline{KA} .

KORE WA HON DESU. "This is a book."

KORE WA HON DESU KA. "Is this a book?"

G. Homework Assignment

- 1. Memorize the dialogue.
- 2. Listen to the tape and practice pronunciation.
- 3. Read the explanatory notes.
- 4. Memorize the vocabulary.
- 5. Practice reading and writing of HIRAGANA, a to go.

SCHOOL S STUDY SERVICE

H. Vocabulary

1. Nouns

e picture, drawing

to door

te hand

me eye

isu chair

mado window

kabe wall

kami paper

ashi leg, feet

yuka floor

hon book

chizu map

mimi ear

hana nose

kuchi mouth

kokuban blackboard

tsukue desk

enpitsu pencil

Demonstrative Pronouns 2.

this (thing), (near the kore speaker) that (thing), (near the sore person spoken to) that (thing), (away from both the speaker and the person spoken to) Function Words what (for a question) nan copula (is) desu (comes at the end of a ka? sentence and indicates a question) --- is not dewa arimasen then dewa ves hai iie Idioms Hello. Good day. Konnichi wa

4.

3.

How are you? Ikaga desu ka? I am fine. Genki desu.

White behaviored
Lesson 2

| Objectives | Material Material |
|--|---|
| Salt sugar) (amidd) hadd | |
| I. Sound System | do r |
| 1. Long vowels | aa, ii, uu, ee, ei, oo |
| 2. Contrasts between los and short vowels | ng abrow gortong |
| II. Grammar and Andrews | nan man |
| 1. Personal Pronouns | watakushi, anata, ano- kata, etc. |
| 2. Possessive Case particles | watakushi <u>no</u> , anata <u>no</u> , etc. |
| 3. Pre-substantives (Demonstrative Adjective) | kono, sono, ano |
| III. Practical Application | 5wab |
| 1. Identification of animate objects in th immediate environment | |
| 2. Identification of possession of objects in the immediate environment. | Kore wa donata no desu ka? |
| IV. Writing System | lkaga ocea Heyer- |
| 1. Introduction of Hiragana writing | sa, shi, su, se, so za, ji, zu, ze, zo ta, chi, tsu, te, to |
| 2. Reading Exercise | da, ji, zu, de, do |

A. Perception Drill

1. Personal pronouns

a. For Repetition

watakushi

Watakushi wa gunjin (soldier) desu.

anata

Anata wa kashikan (NCO) desu ka?

Hai, watakushi wa kashikan desu.

kono-kata

Kono-kata wa gunjin desu.

sono-kata

Sono-kata wa gunjin desu.

ano-kata

Ano-kata wa gunjin desu.

watakushi-tachi

Watakushi-tachi wa gunjin desu.

anata-gata

Anata-gata wa gunjin desu.

b. For Response

Q: Watakushi wa gunjin desu ka?

A: Hai, anata wa gunjin desu.

Welessing wind with the sent wind with the sent will be to the sen

- Q: Watakushi wa kashikan desu ka?
- A: lie, anata wa kashikan dewa arimasen.
- Q: Anata wa kashikan desu ka?
- A: Hai, watakushi wa kashikan desu.
- Q: Anata wa heisotsu desu ka?
- A: lie, watakushi wa heisotsu dewa arimasen.
- Q: Kono-kata wa gunjin desu ka?
- A: Hai, sono-kata wa gunjin desu.
- Q: Sono-kata wa heisotsu desu ka?
- A: Hai, kono-kata wa heisotsu desu.
- Q: Ano-kata wa gunjin desu ka?
- A: Hai, ano-kata wa gunjin desu.
- Q: Ano-kata wa heisotsu desu ka?
- A: lie, ano-kata wa heisotsu dewa arimasen
- Q: Anata-gata wa gunjin desu ka?
- A: Hai, watakushi-tachi wa gunjin desu.

Q: Watakushi-tachi wa gunjin desu ka?

A: Hai, anata-gata wa gunjin desu.

2. Nouns with long vowels

a. For Repetition

<u>sensei</u> <u>seito</u>

sensei desu ka? seito desu ka?

hai, sensei desu. hai, seito desu.

heiki heisotsu

heiki desu ka? heisotsu desu ka?

hai, heiki desu. hai, heisotsu desu.

shookoo booshi

shookoo desu ka? booshi desu ka?

hai, shookoo desu hai, booshi desu

tenjoo shoojuu

tenjoo desu ka? shoojuu desu ka?

hai, tenjoo desu hai, shoojuu desu

dentoo teeburu

dentoo desu ka? <u>teeburu</u> desu ka?

hai, dentoo desu hai, teeburu desu

b. For Response

- Q: Kore wa shoojuu desu ka?
- A: Hai, sore wa shoojuu desu.

Q: Shoojuu wa heiki desu ka?

pla

15 Eteinway a Piano

A: Hai, shoojuu wa heiki desu.

etc.

- Q: Kore wa teeburu desu ka?
- A: Hai, sore wa teeburu desu.
- Q: Kore wa dentoo desu ka?
 - A: Hai, sore wa dentoo desu.
 - Q: Are wa tenjoo desu ka?
 - A: Hai, are wa tenjoo desu.
 - Q: Sore wa booshi desu ka?
 - A: Hai, kore wa booshi desu.
 - Q: Watakushi wa sensei desu ka?
 - Q: Hai, anata wa sensei desu.
 - Q: Anata wa seito desu ka?
 - A: Hai, watakushi wa seito desu.

- Q: Anokata wa shookoo desu ka?
- A: Hai, anokata wa shookoo desu.
- Q: Konokata wa heisotsu desu ka?
- A: Hai, sonokata wa heisotsu desu.
- Q: Sonokata wa kashikan desu ka?
- A: Hai, konokata wa kashikan desu.

3. Possessive case of personal pronouns

a. For Repetition

Watakushi

Watakushi no hon desu.

Watakushi no desu.

Anata

Anata no hon desu.

Anata no desu.

Konokata

Konokata no hon desu.

Konokata no desu.

Sonokata

Sonokata no enpitsu desu.

Sonokata no desu.

Anokata

Anokata no isu desu.

Anokata no desu.

Donata

Donata no hon desu ka?

Donata no desu ka?

Sensei

Sensei no hon desu.

Sensei no desu.

Tanaka-san

Tanaka-san no enpitsu desu.

Tanaka-san no desu.

b. For Response

Q: Kore wa anata no hon desu ka?

A: Hai, sore wa watakushi no hon desu.

- Q: Sore wa anata no desu ka?
- A: Hai, kore wa watakushi no desu.
- Q: Are wa anata no desu ka?
- A: lie, are wa watakushi no dewa arimasen.
- Q: Kore wa konokata no enpitsu desu ka?
- A: Hai, sore wa sonokata no enpitsu desu.
- Q: Sore wa konokata no desu ka?
- A: Hai, kore wa sonokata no desu.
- Q: Are wa sonokata no tsukue desu ka?
- A: Hai, are wa konokata no tsukue desu.
- Q: Kore wa anokata no isu desu ka?
- A: Hai, sore wa anokata no isu desu.
- Q: Kore wa anokata no desu ka?
 - A: Hai, sore wa anokata no desu.

4. Pre-substantives

a. For Repetition

Kono

Kono enpitsu

Kono enpitsu wa watakushi no desu.

Sono

Sono hon

Sono hon wa anata no desu.

Ano

Ano isu

Ano isu wa konokata no desu.

b. For Response

Q: Kono hon wa anata no desu ka?

A: Hai, sono hon wa watakushi no desu.

Q: Sono isu wa anata no desu ka?

A: Hai, kono isu wa watakushi no desu.

Q: Ano booshi wa anata no desu ka?

A: Hai, ano booshi wa watakushi no desu.

Q: Kono booshi wa anata no desu ka?

A: Iie, sono booshi wa watakushi no dewa arimasen.

Q: Dewa, kono booshi wa donata no desu ka?

A: Sono booshi wa konokata no desu.

- Q: Kono isu wa seito no desu ka?
- A: Hai, sono isu wa seito no desu.
- Q: Sono isu wa seito no desu ka?
 - A: Iie, kono isu wa seito no dewa arimasen.

 Sensei no desu.

B. Dialogue

- 1. A: Konnichi wa.
 - B: Konnichi wa.
- 2. A: Watakushi wa sensei desu ka?
 - B: Hai, anata wa sensei desu.
- 3. A: Anata-gata wa seito desu ka?
 - B: Hai, watakushi-tachi wa seito desu.
- 4. A: Konokata wa shookoo desu ka?
 - B: Iie, sonokata wa shookoo dewa arimasen.
- 5. A: Dewa, konokata wa nan desu ka?
 - B: Sonokata wa kashikan desu.
- 6. A: Kore wa anata no booshi desu ka?
 - B: Hai, sore wa watakushi no booshi desu.
- 7. A: Kono enpitsu wa anata no desu ka?
 - B: Iie, sore wa watakushi no dewa arimasen. Sore wa anokata no desu.

C. Dialogue Translation

- 1. A: Hello.
 - B: Hello.
- 2. A: Am I a teacher?
 - B: Yes, you are a teacher.
- 3. A: Are you students?
 - B: Yes, we are students.
- 4. A: Is this person an officer?
 - B: No, that person (he) is not an officer.
- 5. A: What is this person, then?
 - B: That person (he) is a NCO.
- 6. A: Is this your hat?
 - B: Yes, that's my hat.
- 7. A: Is this pencil yours?
 - B: No, that's not mine. That's that person's (his).

Dialogue Adjunct

Anata wa gunjin desu ka?
heisotsu

Kore wa donata no booshi desu ka?

Sore wa ano-kata no booshi desu.

kono-kata no

sono-kata no

anata-gata no

Kore wa dentoo desu.

tenjoo

heiki

shoojuu

teeburu

D. Pronunciation Drill

1. The long vowel oo is pronounced like o in the English word 'hole.'

a. Short and long vowels contrast

| Short | Long |
|----------------|---------------|
| tori | toori |
| kur <u>o</u> | kur <u>oo</u> |
| s <u>o</u> to | sootoo |
| muk <u>o</u> | mukoo |
| h <u>o</u> hei | hoohei |
| doro | dooro |
| do | d <u>oo</u> |

b. Others

| dentoo | hoohoo |
|---------|----------------|
| booshi | <u>koo koo</u> |
| ten joo | sooko |
| koojoo | tooroo |

2. The long vowels ee and ei are pronounced like a in the English words 'table' and 'cable.'

| <u>e</u> | ee | <u>ei</u> |
|----------|---------|----------------|
| ete ete | eeto | seito |
| eru | meetoru | k <u>ei</u> ko |
| esa | teeburu | sensei |
| | | <u>ei</u> go |
| | | kirei |
| | | meirei |

3. The long vowel <u>uu</u> is pronounced like <u>oo</u> in the English word 'pool.'

a. Short and long vowels contrast

| Short | Long |
|---------------|------------------|
| k <u>u</u> ki | k <u>uu</u> ki |
| y <u>u</u> bi | yuubi |
| yuki oodoon | y <u>uu</u> ki |
| fusa | f <u>uu</u> sa |
| fusai | f <u>uu</u> sai |
| suji | suuji |
| tsuchi | ts <u>uu</u> chi |
| fusoku | fuusoku |
| b. Others | |
| musuu | tsuukoo |

| futsuu | tsuushin |
|---------------|----------|
| guusuu | fuutoo |
| kootsuu | kookuuki |
| tas <u>uu</u> | zutsuu |

4. The long vowel ii is pronounced like ea in the English word 'easy.'

a. Short and long vowels contrast

| | Short | | Long |
|----|--------------------|-----|------------------|
| | <u>i</u> | | <u>ii</u> |
| | hoshi | | hosh <u>ii</u> |
| | oj <u>i</u> san | | oj <u>ii</u> san |
| | tori | | tor <u>ii</u> |
| b. | Others | | |
| | oish <u>ii</u> | | shiitake |
| | suzushii | | ji j <u>ii</u> |
| | utsukush <u>ii</u> | 1 A | kiiro |
| | kanash <u>ii</u> | | m <u>ii</u> ra |
| | uresh <u>ii</u> | | chiisai |
| | | | |

5. The long vowel <u>aa</u> is pronounced like <u>o</u> in the English word 'cod' or like <u>a</u> in 'ma.'

a. Short and long vowels contrast

 Short
 Long

 ha
 haa

 obasan
 obaasan

 kado
 kaado

 hato
 haato

 haha
 haahaa

b. Others

kaasan

zaazaa

kaabon

saabisu

maachi

haadoru maajan

haafu-taimu saachiraito

E. Writing System

1. Hiragana

| sa Nu | 333 | za | 3 | ta /te | 721 |
|-------|--|------|----|--------|-----|
| shi | Y | ji | J. | chi | ち |
| su | 3 | zu | す | tsu | 701 |
| se & | ************************************** | ze / | せ | te | .77 |
| so / | 2 | zo / | そ | to | 2 2 |

Lesson 2

| da | た。 |
|---------|--------|
| ji 5 | ち |
| zu | - 2-3k |
| de | 7 |
| do | 23. |

HIRAGANA Reading and Dictation Exercises

2.

30p

| すし | vinegar rice |
|---------------------------------|------------------------|
| ちづ vantain | map |
| 77 | iron |
| 75 | hammer, dirt |
| 2 L - 10000000 | outside |
| たっ | to stand up |
| 7 T - 30230010 | sleeves |
| ざしき | Japanese room |
| さしず | directions, orders |
| خ ل ^ن عمد عمد عالم ا | spoon |
| t: † | to add |
| t: 7 201312088 | lengthwise |
| せと 101212 916 | rapid |
| 2 X" | indeed |
| そだっ | to grow |
| ちがく | earth's axis |
| とぜつ | stoppage, interruption |
| E 31 & Gosa kusa | confusion |
| きしつめば | engineer |
| かせ" | wind |

tall

| あした | | tomorrow | |
|----------|----|-------------|---------|
| すこし | | a little | |
| かおせじ | | flattery | |
| すいか | | watermelon | |
| いえで | | run away fi | om home |
| さがす | | to search | |
| かぞく | | family | |
| けいこ | | practice | |
| こごえ | | whispering | voice |
| てったう | | to help | |
| かどぐち | | entrance | |
| とげとげし | 11 | harsh | |
| ぎせい | | sacrifice | |
| ちずむ | | to shrink | |
| - 7.7" \ | | to continue | e |
| | | | |

F. Explanatory Notes

1. Personal Pronouns

The singular personal pronouns for ordinary polite speech are as follows:

a. 1st person

watakushi 'I'

b. 2nd person

anata 'you'

c. 3rd person

konokata 'this person (he or she)'
sonokata 'that person (he or she)'
anokata 'that person (he or she)

over there

The plural forms of these personal pronouns are formed by combining them with tachi or gata, that is:

| Singula | r shute | Plura1 | |
|-----------|-----------|-------------------------|------|
| watakushi | I, | watakushi- <u>tachi</u> | we |
| anata | you | anata-gata | you |
| konokata | he or she | konokata-tachi | they |
| sonokata | he or she | sonokata- <u>tachi</u> | they |
| anokata | he or she | anokata-tachi | they |

2. Particle NO to denote possession

a. The particle NO is used to denote that the personal pronoun is in the possessive case. In the following examples, NO is followed by a noun.

| watakushi no hon | my book |
|---------------------------|-------------|
| anata no hon | your book |
| konokata no hon | his book |
| sonokata no enpitsu | his pencil |
| anokata no isu | his chair |
| watakushi-tachi no sensei | our teacher |

b. NO is used to establish a genetive relationship between nouns. In the following examples, NO is preceded by a noun and is also followed by a noun.

| sensei no hon | teacher's book | |
|-------------------|-------------------|--|
| seito no hon | student's book | |
| Tanaka-san no hon | Mr. Tanaka's book | |

c. In the following examples, NO is followed by DESU or DEWA ARIMASEN.

| watakushi no desu. | is | mine. |
|------------------------|--------|--------|
| anata no desu. | is | yours. |
| anokata no desu. | is | his. |

3. Pre-substantives

KONO, SONO, and ANO are called pre-substantives, and they are placed immediately before nouns to modify them.

They function as a kind of adjectival modifier, that is:

sono kabe that wall
ano booshi that hat over there

As in the case of the demonstrative pronouns KORE, SORE, and ARE:

- a. KONO is used to point to or single out something or someone close at hand to the speaker.
- b. SONO is used to point to or single out something or someone away from the speaker but close to the person spoken to.
- c. ANO is used to point to or single out something or someone distant from the persons speaking and spoken to.

G. Homework Assignment

- 1. Memorize the dialogue.
- 2. Listen to the tape and practice pronunciation.
- 3. Read the explanatory notes.
- 4. Memorize the vocabulary.
- 5. Practice reading and writing of HIRAGANA, sa to zo.

H. Vocabulary

1. Nouns

sensei teacher

seito student

gunjin soldier

kashikan NCO

shookoo officer

heisotsu private

booshi hat

dentoo electric light

tenjoo ceiling

heiki military weapon

shoojuu rifle

teeburu table

2. Personal pronouns

watakushi

watakushi-tachi we

anata you

anata-gata you (plural)

konokata he, she (this person)

sono-kata he, she (that person)

he, she (that person ano-kata over there)

my, mine watakushi no

your, yours anata no

our, ours watakushi-tachi no

your, yours anata-gata no

his, her (this person's) kono-kata no

hers his, her (that person's)

sono-kata no hers

his, her (that person's) ano-kata no

hers

3. Demonstrative pronouns (adjectival form)

this Norman kono

that N sono

that N over there ano

4. Function words

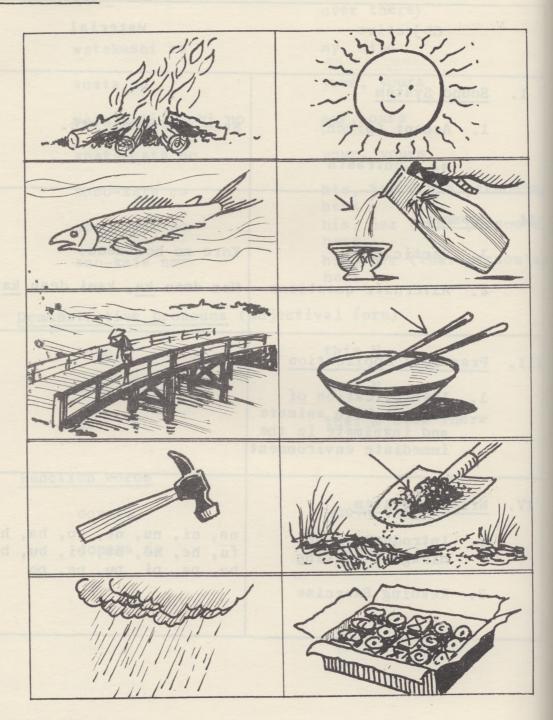
who? donata

whose? donata no

Lesson 3

| - | | COUG INSERT |
|------|---|--|
| | Objective | Materia1 |
| I. | Sound System 1. Accent (pitch) a. Contrasts | sake and sake, etc. |
| II. | Grammar 1. Particle MO 2. Alternate questions | Kore <u>mo</u> hon desu. Hon desu <u>ka</u> , kami desu <u>ka</u> ? |
| III. | Practical Application 1. Identification of objects both animate and inanimate in the immediate environment | |
| IV. | Writing System 1. Introduction of Hiragana writing 2. Reading Exercise | na, ni, nu, ne, no, ha, hi, fu, he, ho, ba, bi, bu, be, bo, pa, pi, pu, pe, po |

Visual Cues



myslens

Lesson 3

A. Perception Drill

Nouns

a. For Repetition

hi

hi desu ka?

hi desu ka?

hai, hi desu

hai, hi desu

sake

sake

sake desu ka?

sake desu ka?

hai, sake desu

hai, sake desu

hashi

hashi

háshi desu ka?

hashi desu ka?

hai, hashi desu

hai, hashi desu

tsuchi

tsuchi

tsuchi desu ka?

tsuchi desu ka?

hai, tsuchi desu

hai, tsuchi desu

ame desu ka?

ame desu ka?

hai, ame desu hai, ame desu

b. For Response

- Q: Kore wa nan desu ka?
- A: Sore wa hi desu.

Q: Kore wa hi desu ka?

A: Iie, sore wa hi dewa arimasen.

Q: Dewa kore wa nan desu ka?

A: Sore wa hi desu.

Q: Kore wa sake desu ka?

A: Hai, sore wa sake desu.

Q: Are wa sake desu ka?

A: Hai, are wa sake desu.

Q: Kore wa nan desu ka?

A: Sore wa hashi desu.

Q: Kore wa hashi desu ka?

A: Iie, sore wa hashi dewa arimasen.

Q: Dewa, kore wa nan desu ka?

A: Sore wa hashi desu.

069

- Q: Kore wa tsuchi desu ka?
- A: Hai, sore wa tsuchi desu.

- Q: Kore wa tsuchi desu ka?

 A: Iie, sore wa tsuchi dewa arimasen. Sore wa tsuchi desu.

- Q: Kore wa nan desu ka?

 A: Sore wa ame desu.

 Q: Dewa, kore wa nan desu ka?
 - A: Sore wa ame desu.

2. Particle MO

Kore wa hon desu.

Are mo hon desu.

Kore wa enpitsu desu.

Sore mo enpitsu desu.

Watakushi wa sensei desu.

Ano-kata mo sensei desu.

n ax use man ar soon is proplanation For Repetition

Anata wa seito desu.

Sono-kata mo seito desu.

Anata wa gunjin desu.

xx-san mo gunjin desu.

b. For Response

Q: Kore wa hashi desu ka?

A: Hai, sore wa hashi desu.

Q: Kore mo hashi desu ka?

A: lie, sore wa hashi dewa arimasen.

Q: Dewa, kore wa nan desu ka?

A: Sore wa hashi desu.

Q: Kore wa nan desu ka?

A: Sore wa tsuchi desu.

Q: Kore mo tsuchi desu ka?

A: Iie, sore wa tsuchi dewa arimasen. Sore wa tsuchi desu.

Q: Kore wa nan desu ka?

A: Sore wa ame desu.

Q: Kore mo ame desu ka?

A: Iie, sore wa ame dewa arimasen.

- Q: Dewa, kore wa nan desu ka?
- A: Sore wa ame desu.
- Q: Kore wa sake desu ka?
- A: Hai, sore wa sake desu.
- Q: Kore mo sake desu ka?
- A: Iie, sore wa sake dewa arimasen. Sore wa sake desu.
- Q: Kore wa hi desu ka?
- A: Hai, sore wa hi desu.
- Q: Kore mo hi desu ka?
- A: Iie, sore wa hi dewa arimasen.
- Q: Dewa, kore wa nan desu ka?
- A: Sore wa hi desu.

3. Alternate questions

a. For Repetition

Hon desu <u>ka</u>, kami desu <u>ka</u>?

Kore wa hon desu <u>ka</u>, kami desu <u>ka</u>?

Sensei desu <u>ka</u>, seito desu <u>ka</u>?

Anata wa sensei desu <u>ka</u>, seito desu <u>ka</u>?

Hashi desu <u>ka</u>, hashi desu <u>ka</u>?

Kore wa hashi desu <u>ka</u>, hashi desu <u>ka</u>?

Hi desu <u>ka</u>, hi desu <u>ka</u>?

Kore wa hi desu <u>ka</u>, hi desu <u>ka</u>?

Sake desu <u>ka</u>, sake desu <u>ka</u>?

Kore wa sake desu <u>ka</u>, sake desu <u>ka</u>?

Áme desu <u>ka</u>, ame desu <u>ka</u>?

Kore wa áme desu <u>ka</u>, ame desu <u>ka</u>?

Tsúchi desu <u>ka</u>, tsuchi desu <u>ka</u>?

Kore wa tsúchi desu <u>ka</u>, tsuchi desu <u>ka</u>?

b. For Response

- Q: Kore wa hi desu ka, hi desu ka?
- A: Sore wa hi desu.
- Q: Kore mo hi desu ka?
- A: Iie, sore wa hi dewa arimasen.

 Sore wa hi desu.
- Q: Kore wa hashi desu ka, hashi desu ka?
- A: Sore wa hashi desu.
- Q: Kore mo hashi desu ka?

- A: Iie sore wa hashi dewa arimasen.

 Sore wa hashi desu.
- Q: Kore wa sake desu ka, sake desu ka?
- A: Sore wa sake desu.
- Q: Kore mo sake desu ka?
- A: Iie, sore wa sake dewa arimasen.

 Sore wa sake desu.
- Q: Anata wa sensei desu ka, seito desu ka?
- A: Watakushi wa seito desu.
- Q: Ano-kata mo seito desu ka?
- A: Hai, ano-kata mo seito desu.
- Q: Anata wa shookoo desu ka, kashikan desu ka?
- A: Watakushi wa kashikan desu.
- Q: Ano-kata mo kashikan desu ka?
- A: Iie, ano-kata wa kashikan dewa arimasen.
 Ano-kata wa shookoo desu.
- Q: Kore wa tsuchi desu ka, tsuchi desu ka?
- A: Sore wa tsuchi desu.

Q: Kore mo tsuchi desu ka?

A: lie, sore wa tsuchi dewa arimasen sore wa tsuchi desu.

4. Idioms

a. For Repetition

Ohayoo

Gozaimasu

Ohayoo gozaimasu.

Ohayoo gozaimasu

Ogenki

Ogenki desu ka?

Okages ama de

Genki desu

Okagesama de genki desu.

Yoku

Dekimashita

Yoku dekimashita

Doomo

Arigatoo

Gozaimasu

Doomo arigatoo gozaimasu.

Doo

Itashimashite

Doo itashimashite

b. For Response

A: Ohayoo gozaimasu.

B: Ohayoo gozaimasu.

A: Ogenki desu ka?

B: Hai, okagesama de genki desu.

A: Yoku dekimashita.

B: Doomo arigatoo gozaimasu.

A: Doo itashimashite.

A: Yoku dekimashita.

B: Doomo arigatoo gozaimasu.

A: Doo itashimashite.

B. Dialogu€

- 1. A: Ohayoo gozaimasu.
 - B: Ohayoo gozaimasu.
- 2. A: Ogenki desu ka?
 - B: Hai, okagesama de genki desu.
- 3. .. Kore wa hashi desu ka?
 - B: Iie, sore wa hashi dewa arimasen.
- 4. A: Dewa kore wa nan desu ka?
 - B: Sore wa hashi desu.
- 5. A: Kore mo hashi desu ka?
 - B: lie, sore wa hashi dewa arimasen.
 Sore wa enpitsu desu.
- 6. A: Kore wa sake desu ka, sake desu ka?
 - B: Sore wa sake desu.
- 7. A: Hai, yoku dekimashita.
 - B: Doomo arigatoo gozaimasu.
- 8. A: Doo itashimashite.

C. Dialogue Translation

- 1. A: Good morning.
 - B: Good morning.
- 2. A: Are you well (fine)?
 - B: Yes, I am fine, thank you.
- 3. A: Is this a bridge?
 - B: No, that's not a bridge.
- 4. A: Then, what are these?
 - B: These are chopsticks.
- 5. A: Are these chopsticks, too?
 - B: No, those are not chopsticks. That's a pencil.

The past see ow stell

rie sore we hid deve erice eric

- 6. A: Is this a salmon or is it Japanese rice-wine?
 - B: That's a salmon.
- 7. A: Yes, you did well.
 - B: Thank you very much.
- 8. A: Not at all.

Dialogue Adjunct

Kore wa hi desu ka, hi desu ka?

Kore wa tsuchi desu ka, tsuchi desu ka?

Kore wa ame desu ka, ame desu ka?

Kore wa hi desu ka?

Iie, sore wa hi dewa arimasen.

Sore wa tsuchi desu ka?

Iie, sore wa tsuchi dewa arimasen.

Sore wa tsuchi desu.

Kore wa ame desu ka?

Iie, sore wa ame dewa arimasen.

Sore wa ame desu ka?

Iie, sore wa ame dewa arimasen.

Sore wa ame desu.

D. Pronunciation Drill

1. Contrast of accented and unaccented words

Accented words are marked with (*) symbol.

| hi desu | hi desu | "fire" |
|---------|---------|--------|
| hi desu | hi | "sun" |

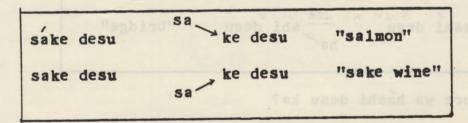
Kore wa hi desu ka?

Hai, sore wa hi desu.

Kore mo hi desu ka?

lie, sore wa hi dewa arimasen. aldaliya bacoba no

Sore, wa hi desu.



Kore wa sake desu ka?

Hai, sore wa sake desu.

Kore mo sake desu ka?

lie, sore wa sake dewa arimasen.

Sore wa sake desu.

áme desu me desu "rain"

ame desu me desu "candy"

Kore wa ame desu ka?

Hai, sore wa ame desu.

Kore mo ame desu ka?

lie, sore wa ame dewa arimasen.

Dewa, kore wa nan desu ka?

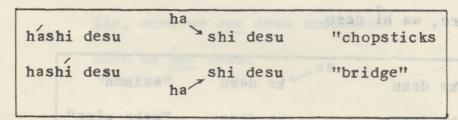
Sore wa ame desu.

2. Contrast of words: Accent on first syllable and accent on second syllable.

ueso id

Kore we hi desu kal

Hed . Socos at his desu. Len



Kore wa hashi desu ka?

Hai, sore wa hashi desu.

Kore mo hashi desu ka?

lie, sore wa hashi dewa arimasen.

Dewa, kore wa nan desu ka?

Sore wa hashi desu.

Lesson 3

| tsuchi desu | tsu chi desu | "hammer" |
|-------------|-----------------|----------|
| tsuchi desu | tsu chi desu | "earth" |

Kore wa tsúchi desu ka?

Hai, sore wa tsúchi desu.

Kore mo tsúchi desu ka?

Iie, sore wa tsúchi dewa arimasen.

Dewa, kore wa nan desu ka?

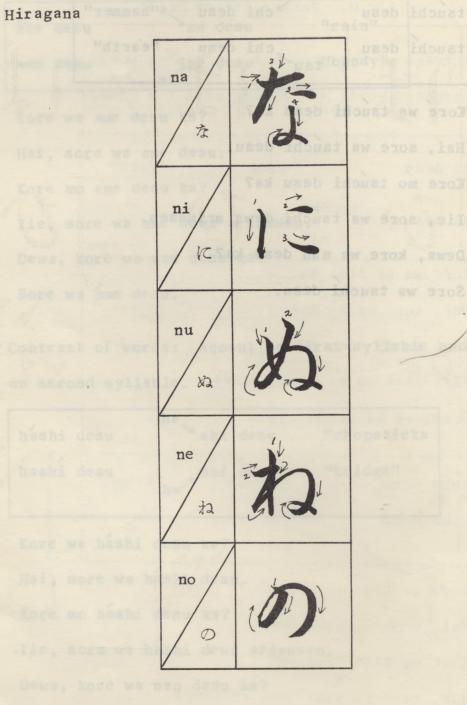
Sore wa tsuchi desu.

E-J

Lesson 3

E. Writing System

1.



Lesson 3 Description of the second AMADASIH S

| ha di | 123 | ba di | 123 | pa / | 17 |
|-------|---------|--------|-------|-----------|-----|
| hi | 7 | bi / U | び | pi . C | 10° |
| fu | 33743 | bu s | 3 2 4 | pu s | |
| he | eon con | be / | 1 | pe / | (0) |
| ho | 道 | bo | ほ | po | ほ |

2. HIRAGANA Reading and Dictation Exercises:

| 7- 15 | what |
|----------|--------------------|
| なに | |
| ıt ıt" | width |
| びふ | skin |
| はな | nose, flower |
| パ、ほ" | parents |
| V V" | crack |
| はえ | fly |
| 永元 | flute |
| はね | feather |
| it it" | almost, nearly |
| えび゛ | shrimp |
| ,3. ta | boat, ship |
| ひと | peop1e |
| 13 2 | pigeon |
| ~ v" | snake |
| ほね | bones |
| のひ゛ | stretching oneself |
| ٧ ٦٠ | to fly |
| ねぎ | green onion |
| ٧" ٨" ١١ | earthen wall |
| こぼす | to spill |

| Lesson 3 | E-1 |
|--|--------------------------|
| ひばち こののとう | brazier |
| ひかけ" anion yraiseolgs | shade |
| さかな | fish |
| U to to | |
| ひばな | spark |
| \ \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | U.S.A. |
| たびたび | often |
| ほったほった | drip drip |
| 110 4 110 4 | glittering |
| は。ちは。ち | crackle |
| 3° 63° 6 | |
| | |
| | |
| | pitch on the second syll |
| pitch patterns of standard | |
| e following table. | nr nr nwone ere esesseel |

F. Explanatory Notes

1. Pitch

The rhythm of Japanese, unlike that of English, is regular and even. Each syllable is given moderate, approximately equal stress and has approximately equal length. However, some syllables seem more prominent than others. This prominence—or accent—is primarily a matter of pitch in Japanese. To describe Japanese words, we need to distinguish only a higher and a lower tone (pitch), but no difference in stress (loudness). Hashi with higher pitch on the first syllable means 'chopsticks' and with a higher pitch on the second syllable, 'bridge.'

The word and phrase pitch patterns of standard or Tokyo Japanese are shown in the following table.

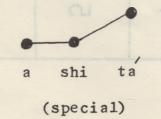
| 5 syllable word | há na ko sa n ga | o ka a sa n ga | ya ma za ku ra ga | wa ta shi bu ne ga | o sho o ga tsu ga | ya ma da sa n ga |
|------------------------|------------------|----------------|------------------------------------|---|--|------------------|
| 4 syllable word | má i ni chi wa | ku da mo no ga | se n se i ga | o to o to ga | phrase agree to the state of th | wa ta ku shi ga |
| 3 syllable word | ié n ki ga | ni hón ga | o to ko' ga | sk sk sport | on the sec | sa ku ra ga |
| e 2 sylla- ble word | | yu ki ga | cept in p on on tle (like | etterns en n od ent sylla | O | а те ga |
| 1 syllable | e ga | odceless | wood seeds the first | da it z" To i saii | ss vowel | e 88 |
| phrase | - | 2 | on on | 4 ambiently | 2 | 0 |

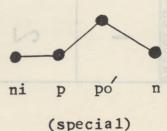
In the Tokyo pitch accent patterns, a high pitch accent occurs on one syllable or on a series of two or more syllables in each word or phrase and once the pitch drops from high to low, it never rises to a high pitch in the same word or phrase again.

Pitches on the first and second syllables of any word or phrase are always different. If a high pitch occurs on the first syllable, a low pitch occurs on the second syllable, and if a low pitch occurs on the first syllable, a high pitch occurs on the second syllable in any word or phrase.

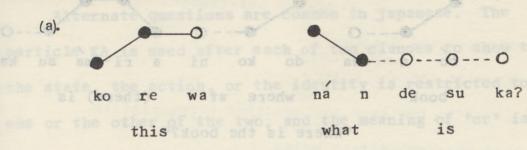
However, there is one special pitch accent pattern.

Although a high pitch is expected to occur on the second syllable in all patterns except in pattern 1, if that syllable is a silent syllable (like the first consonant k, s, t, or p of double consonants) or if it contains a voiceless vowel like i or u between voiceless consonants, a low pitch occurs on both the first and the second syllables as in the following examples:



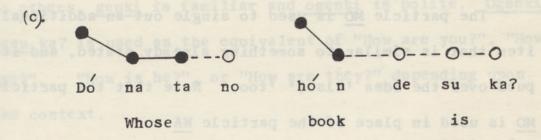


Examples of Pitch Patterns:

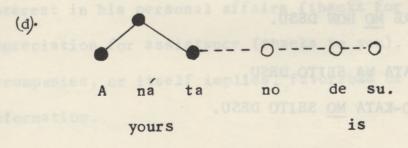


"What's this?"

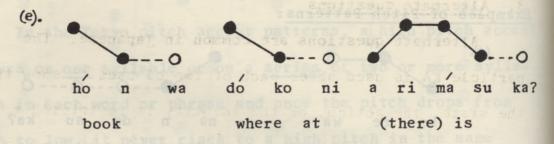
(b). ho n de su is book "That's a book."



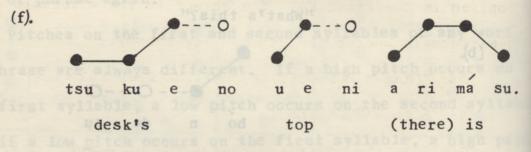
"Whose book is it?"



"It's yours."



"Where is the book?"



"It's on the desk."

2. Particle MO

The particle MO is used to single out an additional item that is similar to something already stated, and it puts over the idea 'also,' 'too.' Note that the particle MO is used in place of the particle WA.

KORE MO HON DESU.

ANATA WA SEITO DESU.

ANO-KATA MO SEITO DESU.

3. Alternate questions

Alternate questions are common in Japanese. The particle <u>KA</u> is used after each of two clauses to show that the state, the action, or the identity is restricted to one or the other of the two, and the meaning of 'or' is implied in the first <u>KA</u>. The answer to the alternate questions is one or the other. For example:

- Q: KORE WA HON DESU KA, ENPITSU DESU KA?
- A: SORE WA HON DESU.
- 4. OGENKI is the honorific equivalent of genki. Only the latter may be used in reference to oneself. In referring to others, genki is familiar and ogenki is polite. Ogenki desu ka? is used as the equivalent of "How are you?", "How is she?", "How is he?", or "How are they?" depending upon the context.
- 5. OKAGESAMA DE indicates the speaker's appreciation for interest in his personal affairs (thanks for asking) and/or appreciation for assistance (thanks to you). It always accompanies, or itself implies, favorable or pleasant information.

G. Homework Assignment

- 1. Memorize the Dialogue.
- 2. Memorize the vocabulary.
- 3. Listen to the tape and practice pronunciation.
- 4. Read the Explanatory Notes.
- 5. Practice writing and reading of HIRAGANA, pa to po.

H. Vocabulary

| H. Vocabulary | | | | |
|-------------------|----------------------------|--|--|--|
| 1. Nouns | | | | |
| hí | fire | | | |
| hi | sun | | | |
| sake | salmon | | | |
| sake | Japanese SAKE wine | | | |
| hashi | bridge | | | |
| háshi | chopsticks | | | |
| tsúchi | hammer | | | |
| tuschi | earth, dirt | | | |
| ame | rain | | | |
| amé | candy | | | |
| 2. Function words | | | | |
| mo | also also | | | |
| 3. Idioms | lo morrantification of | | | |
| Ohayoo gozaimasu. | Good morning. | | | |
| Ogenki desu ka? | Are you fine? (See notes) | | | |
| Okagesama de | Thanks to you. (see notes) | | | |
| kaka | is or? (See notes) | | | |
| Yoku dekimashita. | You did well. | | | |
| Doomo arigatoo | Thank you very much. | | | |

Don't mention it; not at all 105

gozaimasu.

Doo itashimashite

| | Objectives | Material |
|-----|---|--|
| I. | Sound System 1. Double consonants 2. Contrasts between single and double consonants | kk, ss (ssh), tt (tch), pp uta and utta |
| II. | Grammar 1. SuffixSAN 2. Response to a negative question. | Sumisu-san, Tanaka-san Q: Shirimasen ka? A: Hai, shirimasen. Iie, shitte imasu. |
| | Practical Application 1. Identification of objects. 2. Morning greeting and leave taking. | zasshi, kippu, kitte, gakkoo |
| IV. | Writing System 1. Introduction of Hiragana 2. Reading Exercise | ma, mi, mu, me, mo ya, yu, yo, ra, ri, ru re, ro, wa, wo, n |



A. Perception Drill

1. Nouns with double consonants

a. For repetition

zasshi

zasshi desu ka?

Hai, zasshi desu.

kippu

kippu desu ka?

Hai, kippu desu.

kitte

kitte desu ka?

Hai, kitte desu.

matchi

matchi desu ka?

Hai, matchi desu.

gakkoo

gakkoo desu ka?

Hai, gakkoo desu.

b. For response

- Q: Kore wa nan desu ka?
- A: Sore wa zasshi desu.
- Q: Kore wa nan desu ka?
- A: Sore wa kippu desu.
- Q: Kore mo kippu desu ka?
- A: lie, sore wa kippu dewa arimasen.
- Q: Dewa kore wa nan desu ka?
- A: Sore wa kitte desu.
- Q: Kore wa nan desu ka?
- A: Sore wa matchi desu.
- Q: Kore wa watakushi no matchi desu ka?
- A: Hai, sore wa anata no matchi desu.
 - Q: Kore wa nan desu ka?
- A: Sore wa gakkoo desu.
 - Q: Kore wa anatagata no gakkoo desu ka?
 - A: Hai, sore wa watakushitachi no gakkoo desu.

2. Suffix--SAN

a. For repetition

Mina-san

Sumisu-san

Tanaka-san

Takimoto-san

Paakaa-san

Miraa-san

b. For response

Q: Mina-san, ohayoo gozaimasu.

A: Sensei, ohayoo gozaimasu.

Q: Sumisu-san, kore wa nan desu ka?

A: Sore wa zasshi desu.

Q: Paakaa-san, sono-kata wa donata desu ka?

A: Kono-kata wa Miraa-san desu.

Q: Miraa-san, kore wa anata no kippu desu ka?

A: Hai, sore wa watakushi no kippu desu.

Q: Anata wa donata desu ka?

A: Watakushi wa Tanaka desu.

Q: Tanaka-san, anata wa seito desu ka?

A: Hai, watakushi wa seito desu.

3. Answer to negative questions

a. For repetition

shirimasen

shirimasen ka?

Hai, shirimasen

shitte imasu

shitte imasu ka?

Hai, shitte imasu

b. For response

Q: Kore wa nan desu ka?

A: Shirimasen.

Q: Anata mo shirimasen ka?

A: Hai, watakushi mo shirimasen.

Q: Sumisu-san, anata mo shirimasen ka?

A: Iie, watakushi wa shitte imasu.

Sore wa zasshi desu.

Q: Paakaa-san, kore wa nan desu ka?

A: Shirimasen.

Q: Sumisu-san, anata mo shirimasen ka?

A: Hai, watakushi mo shirimasen.

- Q: Tanaka-san, anata mo shirimasen ka?
- A: Iie, watakushi wa shitte imasu.

 Sore wa kitte desu.
- Q: Kore wa nan desu ka?
- A: Shirimasen.
- Q: Anata mo shirimasen ka?
- A: Iie, watakushi wa shitte imasu.

 Sore wa kippu desu.
- Q: Kore wa nan desu ka?
- A: Shirimasen.
- Q: Anata mo shirimasen ka?
- A: Iie, watakushi wa shitte imasu.

 Sore wa gakkoo desu.

4. Idioms

a. For repetition

Sayonara

Sayoonara

moo

jikan desu

moo jikan desu

dewa

mata

ashita

Dewa mata ashita.

b. For response

A: Sayonara

B: Sayoonara

A: Moo jikan desu ka?

B: Hai, moo jikan desu.

A: Dewa mata ashita.

B: Sayoonara.

B. Dialogue

- 1. A: Mina-san, ohayoo gozaimasu.
 - B: Sensei, ohayoo gozaimasu.
- 2. A: xx-san, kore wa nan desu ka?
 - B: Sore wa zasshi desu.
- 3. A: Kore wa nan desu ka?
 - B: Shirimasen.
- 4. A: xx-san, anata mo shirimasen ka?
 - xx: Hai, watakushi mo shirimasen.
- 5. A: yy-san, anata mo shirimasen ka?
 - yy: Iie, watakushi wa shitte imasu.
 Sore wa gakkoo desu.
- 6. A: Hai, yoku dekimashita.
 - yy: Arigatoo gozaimasu.
- 7. A: Mina-san, moo jikan desu ka?
 - B: Hai, moo jikan desu.
- 8. A: Dewa, mata ashita. Sayonara.
 - B: Sayoonara.

C. Dialogue Translation

- 1. A: Good morning, everyone.
 - B: Good morning, teacher.
- 2. A: What's this, Mr. xx?
 - B: That's a magazine.
- 3. A: What's this?
 - B: I don't know.
- 4. A: Don't you know it either, Mr. xx?
 - xx: No. I don't know it either.
- 5. A: Don't you know it either, Mr. yy?
 - yy: Yes, I know it. That's a school.
- 6. A: Yes, you did well.
 - yy: Thank you.
- 7. A: Is it time already, everyone?
 - B: It is time already.
- 8. A: I'll see you tomorrow, then. Goodbye.
 - B: Goodbye.

Dialogue Adjunct

- 1. A: xx-san, kore wa nan desu ka?
 - B: Sore wa kippu desu.
- 2. A: xx-san, sore wa nan desu ka?
 - B: Kore wa kitte desu.
- 3. A: xx-san, are wa nan desu ka?
 - B: Are wa matchi desu.
- 4. A: xx-san, kore wa nan desu ka?
 - B: Sore wa gakkoo desu.

D. Pronunciation Drill

1. Double consonants: (assimilated sounds)

a. Contrasts

| single consonants | double consonants |
|-------------------|-------------------|
| machi | matchi |
| kite | ki <u>tte</u> |
| hito | hi <u>tto</u> |
| ita | i <u>tt</u> a |
| uta | u <u>tt</u> a |
| soto | sotto |
| heta | he <u>tt</u> a |
| moto | motto |
| ichi | i <u>tch</u> i |
| ika | i <u>kk</u> a |
| kasai | ka <u>ss</u> ai |
| koko | kakko |
| shite | shi <u>tt</u> e |
| b. Others | |
| hakkiri | mattaku |
| ippai | sa <u>ss</u> oku |
| ma <u>tt</u> e | yu <u>kk</u> uri |
| tatte | chotto |

totte kippu naratte dossari gakkoo issho suppai yatto rakkasan dotchi mikka kotchi nikkoo sotchi sekkaku atchi issoo assari rippoo massugu zasshi masshiro

2. New expressions

Sayonara

Sayoonara

Shirimasen

Shitte imasu

Moo jikan desu

Dewa mata ashita

E. Writing System

1. Hiragana

| | 377 4 | stras | | | |
|------|-------|-------------|---------|------|------|
| ma | 7 | ya | المجانب | ra | 5 |
| mi / | 2 | (i) /(h) | V > | ri | 11)1 |
| mu | | yu 🖟 | ip) | ru | 3 |
| me / | 当 | (e) /(え) | え | re / | M |
| mo | * E | yo / | | ro | 3 |

| A | | 1 | |
|------|----------|--|-----|
| wa | 230 | n / | 2 |
| (i) | not used | (2) (E) (E) (E) (E) (E) (E) (E) (E) (E) (E | is, |
| (u) | 3 | 6-7- | |
| (e) | not used | (3) | Å. |
| 0 12 | | 2 / | 3 |

2. HIRAGANA Reading and Dictation Exercises:

| | Notes. |
|------------------|------------------|
| * to do a second | mountain |
| 3 24 Maria | ocean, sea |
| 19 H | bow |
| まめ | beans |
| おん | kindness |
| わん | bay |
| ₹ <i>&</i> | gate |
| み る | to see |
| * 3 | to give yaw |
| 1 3 | night |
| t t | to read |
| らん | orchid |
| 少九 | rocking, swaying |
| おりる | to descend |
| むすめ | daughter |
| もめん | cotton cloth |
| やめる | to quit |
| もろい | brittle |
| も ろ は | double edged |
| よろん | public opinion |
| よやく | reservation |

| Less | on 4 |
|--------|------------------|
| ゆびわ | ring |
| ゆかいな | pleasant, joyful |
| よせあっめ | med1ey |
| ふゆもの | winter clothing |
| やわらかい | soft |
| まけずぎらい | stubborn |
| よろめく | to stagger |
| わたくしたち | we A |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

F. Explanatory Notes

1. Double consonants

A characteristic of Japanese double consonants-kk, ss (ssh), tt (tch), pp--is the special tenseness with
which they are pronounced.

<u>kk--The</u> back of the tongue is raised as in the production of a single <u>k</u> and is held in that position for a full syllable beat before being released. The second <u>k</u> is pronounced without aspiration--that is, without a puff of breath.

 \underline{ss} (ssh) -- The articulation of \underline{s} lasts for a full syllable beat and has the same quality as the \underline{s} that follows.

tt (tch)--The front of the tongue is pushed against the back of the upper teeth as in the production of a single t and is held in that position for a full syllable beat before being released. The second t or ch is pronounced without aspiration.

pp--The lips are brought together as in the production of a single p and are held in that position for a full syllable beat before being released. The second p is pronounced without aspiration.

2. -- San

--San is added to a family name, a given name, or a family name plus a given name, but it is not added to one's own name or to that of members of one's own family or household when speaking to outsiders. Thus, Mr. Takimoto calls Miss Kajii, Kajii-san, but Miss Kajii identifies herself simply as Kajii.

3. HAI and IIE in answer to negative questions

Hai usually means "What you just said is right." In answer to affirmative questions, it corresponds to English "yes," but in answer to negative questions that anticipate a negative answer, it usually confirms the negative and corresponds to English "No." <u>lie</u>, the opposite of <u>Hai</u>, means "What you just said is wrong" and behaves in a parallel way. In answer to affirmative questions, it corresponds to English "No," but in answer to negative questions that anticipate a negative answer, it usually contradicts the negative and corresponds to English "Yes."

Q: SHIRIMASEN KA?

"Don't you know?"

A: HAI, SHIRIMASEN

"No, I don't know."

A: IIB, SHITTE IMASU.

"Yes, I know."

G. Homework Assignment

- 1. Memorize the Dialogue.
- 2. Memorize the vocabulary.
- 3. Listen to the tape and practice pronunciation.
- 4. Read the Explanatory Notes.
- 5. Practice reading and writing of Hiragana, ma to n.

H. Vocabulary

1. Nouns

zasshi magazine

kippu tickets

kitte postage stamps

matchi matches

gakkoo school

shinbun newspaper

tokei clock, watch

2. Function words

Sayonara Goodbye

Sayoonara Goodbye

Shirimasen I don't know.

--san Mr., Mrs., Miss

3. Idioms

Shirimasen ka? Don't you know?

Hai, shirimasen. No, I don't know.

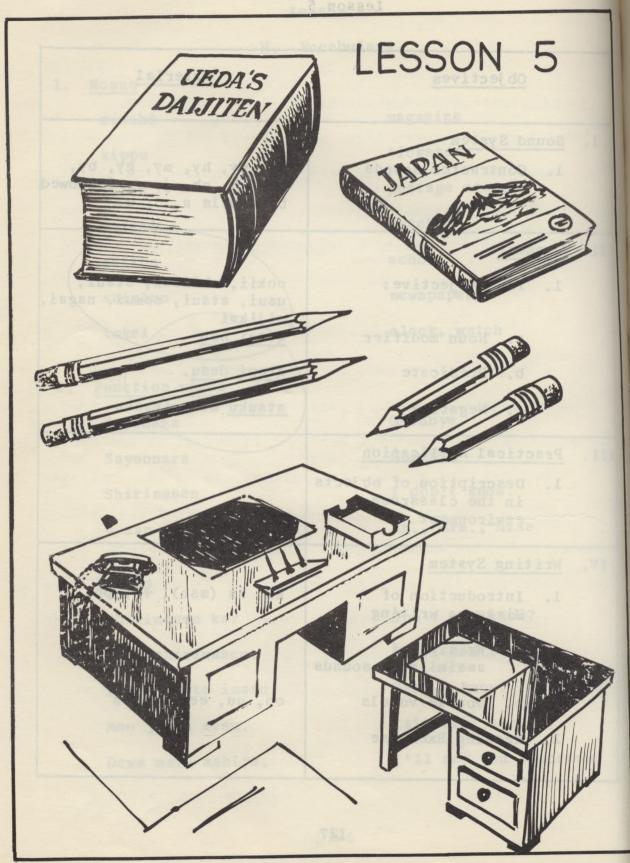
Iie, shitte imasu. Yes, I know.

Moo jikan desu. It's time already.

Dewa mata ashita. I'll see you tomorrow.

Lesson 5

| | Objectives | <u>Material</u> |
|-----|---|---|
| I. | Sound System 1. Contracted sounds | ky, ny, hy, my, gy, by, py, sh, ch, j, ry followed by vowels a, o, u. |
| | Grammar 1. True Adjective: a. Noun modifier b. Predicate c. Negative Practical Application 1. Description of objects in the classroom environment | ookii, chiisai, atsui, usui, atsui, samui, nagai, mijikai atsui hon atsui desu. atsuku wa arimasen |
| IV. | Writing System 1. Introduction of Hiragana writing a. Writing of assimilated sounds b. Double vowels 2. Reading Exercise | kk, ss (ssh), tt, pp oo, uu, ee, ei, aa |



A. Perception Drill

1. Contracted Sounds

a. For Repetition

byooki

byooki desu ka?

Hai, byooki desu.

kyooshitsu

kyooshitsu desu ka?

Hai, kyooshitsu desu.

kyoo; gekkyuubi

kyoo wa gekkyuubi desu ka?

Hai, kyoo wa gekkyuubi desu.

kyookasho

kyookasho desu ka?

Hai, kyookasho desu.

b. For Response

Q: Anata wa genki desu ka?

A: Iie. watakushi wa byooki desu.

- Q: Sore wa nan desu ka?
- A: Kore wa Nippongo no kyookasho desu.
- Q: Sore wa anata no kyookasho desu ka?
- A: Hai, sore wa watakushi no kyookasho desu.
- Q: Kore mo Nippongo no kyookasho desu ka?
- A: Iie, soo dewa arimasen. Sore wa zasshi desu.
- Q: Kyoo wa gekkyuubi desu ka?
- A: Hai, kyoo wa gekkyuubi desu.

2. True adjectives as noun modifiers

a. For Repetition

ookii

ookii kyooshitsu

Kore wa ookii kyooshitsu desu.

chiisai

chiisai kyooshitsu

Kore wa chiisai kyooshitsu desu.

atsui

atsui kyookasho

Kore wa atsui kyookasho desu.

usui Yaz useb id lumas aw ooy 19

usui kyookasho

Kore wa <u>usui</u> kyookasho desu.

atsui

atsui hi

Kyoo wa atsui hi desu.

samui

samui hi

Kyoo wa samui hi desu.

b. For Response

- Q: Kore wa atsui hon desu ka?
- A: Iie, sore wa atsui hon dewa arimasen. Sore wa usui zasshi desu.
- Q: Kore wa chiisai mado desu ka?
- A: Iie, sore wa chiisai mado dewa arimasen.
- Q: Dewa, kore wa ookii mado desu ka?
- A: Hai, sore wa ookii mado desu.

Q: Kyoo wa samui hi desu ka?

A: Iie, kyoo wa samui hi dewa arimasen.

Q: Dewa, kyoo wa atsui hi desu ka?

A: Hai, kyoo wa atsui hi desu.

3. True Adjectives as Predicates



a. For Repetition

ookii

ookii desu ka?

Hai, ookii desu.

Iie, ookiku wa arimasen.

chiisai _____

chiisai desu ka?

Hai, chiisai desu.

Iie, chiisaku wa arimasen.

atsui

atsui desu ka?

Hai, atsui desu.

Iie, atsuku wa arimasen.

usui

usui desu ka?

Hai, usui desu.

Iie, usuku wa arimasen.

atsui desu ka?

Hai, atsui desu.

Iie, atsuku wa arimasen.

samui

samui desu ka?

Hai, samui desu.

Iie, samuku wa arimasen.

t. For Response

Q: Kono mado wa ookii desu ka?

A: Iie, sono mado wa ookiku wa arimasen.
(Sono mado wa) chiisai desu.

Q: Kono hon wa atsui desu ka?

A: Iie, sono hon wa atsukuwa arimasen.
(Sono hon wa) usui desu.

- Q: Kyoo wa atsui desu ka?
- A: Iie, kyoo wa atsuku wa arimasen.

 (Kyoo wa) samui desu.
- Q: Kono enpitsu wa mijikai desu ka?
- A: Iie, sono enpitsu wa mijikaku wa arimasen.

 (Sono enpitsu wa) nagai desu.

B. Dialogue

- 1. A: Konnichi wa.
 - B: Konnichi wa.
- 2. A: Ogenki desu ka?
 - B: Hai, okagesama de genki desu.
- 3. A: Okusan mo ogenki desu ka?
 - B: Iie, kanai wa sukoshi byooki desu.
- 4. A: Kore wa atsui kyookasho desu ka?
 - B: Iie, sore wa atsui kyookasho dewa arimasen.
 Usui kyookasho desu.
- 5. A: Kono kyooshitsu wa ookii desu ka?
 - B: Iie, kono kyooshitsu wa ookiku wa arimasen.
 Chiisai desu.
- 6. A: Kyoo wa atsui desu ka?
 - B: Iie, kyoo wa atsuku wa arimasen. Samui desu.
- 7. A: Kyoo wa gekkyuubi desu ka?
 - B: Hai, kyoo wa tanoshii gekkyuubi desu.

C. Dialogue Translation

- 1. A: Hello.
 - B: Hello.
- 2. A: Are you fine?
 - B: Yes, I am fine, thanks.
- 3. A: Is your wife fine, too?
 - B: No, my wife is a little ill.
- 4. A: Is this a thick textbook?
 - B: No, that's not a thick textbook. It's a thin textbook.
- 5. A: Is this classroom big.
 - B: No, this classroom is not big.
- 6. A: Is it hot today?
 - B: No, it's not hot today. It's cold.
- 7. A: Is it payday today?
 - B: Yes, it is happy payday today.

D. Pronunciation Drill

1. Contracted sounds

a. Contrasts

| two syllable | contracted sounds |
|--------------|-------------------|
| ki+ya | kya |
| ki+yu | kyu |
| ki+yo | kyo |
| | |
| shi+ya | sha |
| shi+yu | shu |
| shi+yo | sho |
| chi+ya | cha |
| chi+yu | chu |
| chi+yo | cho |
| | |
| ni+ya | n ya |
| ni+yu | nyu |
| ni+yo | nyo |
| hi+ya | hya |
| hi+yu | hyu |
| hi+yo | hyo |

| two syllable | contracted sound |
|--------------|------------------|
| mi+ya | mya |
| mi+yu | myu |
| mi+yo | eldal myo |
| ri+ya | rya |
| ri+yu | ryu |
| ri+yo | ryo |
| gi+ya | gya |
| gi+yu | gyu |
| gi+yo | gyo |
| ji+ya | ja |
| ji+yu | ju *ido |
| ji+yo | jo jo |
| bi+ya | bya |
| bi+yu | byu |
| bi+yo | byo |
| pi+ya | руа |
| pi+yu | руи |
| pi+yo | руо |

b. Words with contracted sounds

kaisha kyakuma shujin kyuuji shookoo gekkyuubi konnyaku kyoka nessmine sw myunyuu kyookasho nyooboo kyooshitsu myaku chawan myunhen chuushin myooban chokin gyaku ni hyaku gyuunyuu hyuuga gyosen hyooban byakko ryakuji byuubyuu ryuukoo byooki ryokan jama shinju josei roppyaku pyuupyuu pyonpyon

2. True Adjectives

ookii desu

ookiku wa arimasen

chiisai desu

chiisaku wa arimasen

nagai desu

nagaku wa arimasen

mijikai desu

mijikaku wa arimasen

atsui desu

atsuku wa arimasen

usui desu

usuku wa arimasen

atsui desu

atsuku wa arimasen

samui desu

samuku wa arimasen

tanoshii desu

tanoshiku wa arimasen

E. Writing System

1. Hiragana writing of assimilated sounds

| にっき | (Ni <u>kk</u> i) |
|--------|--------------------|
| ゆっくり | (yu <u>kk</u> uri) |
| みっか | (mi <u>kk</u> a) |
| にっこり | (Ni <u>kk</u> ori) |
| いっさい | (i <u>ss</u> ai) |
| いっすん | (issun) |
| V) > T | (i <u>tt</u> e) |
| かった | (ka <u>tt</u> a) |
| いっぱい | (i <u>pp</u> ai) |
| りっは° | (ri <u>pp</u> a) |
| いっぴき | (i <u>pp</u> iki) |
| にっぽん | (Ni <u>pp</u> on) |

Lesson 5

2. Hiragana writing of double vowels

| aa | かあ | (k <u>aa</u>) | |
|---|------|----------------------------|-----|
| | さあ | (s <u>aa</u>) | |
| | なあ | (naa) | |
| ii ya | L v | (sh <u>ii</u>) | |
| | ちいさい | (ch <u>ii</u> sai) | |
| | いいえ | (<u>ii</u> e) | |
| uu | くうき | (kuuki) | |
| | すうじ | (s <u>uu</u> ji) | |
| <u>ee</u> | ええと | (eeto) | |
| | ええ | (<u>ee</u>) | (6) |
| <u>ei</u> | せいと | (seito) | |
| | せんせい | (sens <u>ei</u>) | |
| 00 | そうじ | (s <u>oo</u> ji) | |
| - 6 1 | とうばん | (t <u>oo</u> ban) | |
| | とうとう | (t <u>oo</u> t <u>oo</u>) | |
| | | | |

3. Hiragana reading exercise

F. Explanatory Notes

1. Contracted sounds

Contracted sounds KYA, KYU, KYO which are pronounced as single syllables are the contractions of two syllables KI plus YA, KI plus YU, and KI plus YO respectively.

Similarly, SHA, SHU, SHO are the contractions of SHI plus YA, YU, YO.

CHA, CHU, CHO--CHI plus YA, YU, YO

NYA, NYU, NYO--NI plus YA, YU, YO

HYA, HYU, HYO--HI plus YA, YU, YO

MYA, MYU, MYO--MI plus YA, YU, YO

RYA, RYU, RYO--RI plus YA, YU, YO

GYA, GYU, GYO--GI plus YA, YU, YO

JA, JU, JO--JI plus YA, YU, YO

BYA, BYU, BYO -- BI plus YA, YU, YO

PYA, PYU, PYO--PI plus YA, YU, YO

2. True adjectives (i-adjectives) used attributively

One of the functions of a true Japanese adjective is to modify a noun that immediately follows it. When it is used attributively, it ends with one of the following "vowels in sequence."

--ai

--ii

--ui

--oi

NAGAI ENPITSU

"long pencil"

OOKII MADO

"large window"

USUI HON

"thin book"

KUROI KAMI

"black paper"

3. True adjectives used predicatively

True adjectives are not only used attributively but are also used predicatively. That is, they are used to conclude the sentence to describe the quality of the subject. When used predicatively, true adjectives may occur in their <u>i</u>-form alone as a sentence in informal speech, or they may be followed by the copula DESU to add a degree of politeness.

Informal

--WA OOKII

--WA OOKII DESU "-- is big"

--WA ATSUI DESU "--is thick"

--WA MIJIKAI

--WA MIJIKAI DESU"--is short"

4. Negative form of true adjectives

Affirmative

The negative of I-adjectives that are used predicatively with DESU is formed by changing the final syllable I of the I-adjectives to the syllable KU and replacing DESU by ARIMASEN. The particle WA may be inserted between the KU ending base of an I-adjective and the negative verb ARIMASEN. The particle WA is inserted to emphasize the negative verb ARIMASEN.

| AND ADDRESS OF THE PARTY OF THE | |
|--|-------------------------|
| OOKII DESU | OOKIKU (WA) ARIMASEN. |
| " is big." | " is not big." |
| CHIISA <u>I</u> DESU | CHIISAKU (WA) ARIMASEN. |
| " is small." | " is not small." |

Negative

women and mature, unacquainted women. It is the Japanese equivalent of 'madam' and 'Mrs. ____.' To refer to your own wife, KANAI is used.

G. Homework Assignment

- 1. Memorize the Dialogue.
- 2. Memorize the vocabulary.
 - 3. Listen to the tape and practice pronunciation.
 - 4. Read the Explanatory Notes.
 - 5. Practice writing and reading of assimilated sounds, contracted sounds, and double vowels.

Tal 148 . Daw at TAMAN , Stiw

H. Vocabulary

1. Nouns

Nippongo Japanese language

okusan madam, Mrs. (others)

kanai wife (speaker's)

byooki sick

kyookasho textbook

kyooshitsu classroom

kyoo today

gekkyuubi payday

hi day

2. Adverb

sukoshi a little

3. Adjectives

atsui thick

usui thin

ookii large, big

chiisai small

atsui hot

samui cold

tanoshii happy, pleasant

149

nagai long mijikai short

....

ds%ooddxadable vovels;

today

day

thin

Small

cold

150

an and a second second

Nippongo

kanai

kyookasho

kyoo

gekkyuubi

Adverb

sukoshi

Ad Jeotky

Lusu

chitsai

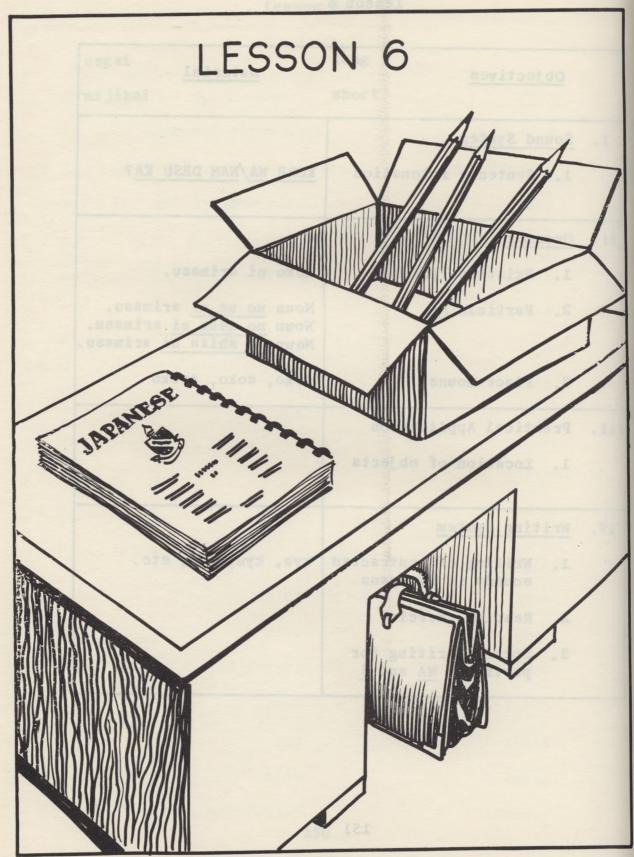
ivets

iomas

tanoshi

Lesson 6

| | Objectives | Material Material |
|------|---|---|
| I. | Sound System 1. Sentence intonation | KORE WA/NAN DESU KA? |
| II. | Grammar 1. Existence phrase | Koko ni arimasu. |
| 1 | 2. Particle NI | Noun no ue ni arimasu. Noun no naka ni arimasu. Noun no shita ni arimasu. |
| | 3. Place nouns | koko, soko, asoko |
| III. | Practical Application 1. Location of objects | |
| IV. | Writing System | can't leave |
| | 1. Writing of contracted sounds in Hiragana | kya, kyu, kyo, etc. |
| | 2. Reading exercise | ku desu. |
| | 3. Special writing for particles <u>WA</u> and <u>E</u> | ou ser |



A. Perception Drill

1. New words and expressions

a, For Repetition

hako

hakuboku

kaban

Saa, hajimemashoo.

Hai, hajimemshoo.

b. For Response

Q: Saa, hajimemashoo.

A: Hai, hajimemashoo.

Q: Kore wa nan desu ka?

A: Sore wa hako desu.

Q: Kore wa nan desu ka?

A: Sore wa hakuboku desu.

Q: Kore wa nan desu ka?

A: Sore wa kaban desu.

2. Place Nouns

a. For Repetition

ko ko

soko

asoko

doko?

naka -- hako no naka

ue -- hako no ue

shita -- hako no shita

koko ni . oodaamombad , kak ; A

soko ni

asoko ni

doko ni?

hako no naka ni

hako no ue ni

hako no shita ni

Doko ni arimasu ka?

koko ni arimasu

soko ni arimasu

naka ni arimasu

ue ni arimasu

shita ni arimasu

b. For Response

Q: Tsukue wa doko ni arimasu ka?

A: Tsukue wa koko ni arimasu.

Q: Isu wa doko ni arimasu ka?

A: Isu wa soko ni arimasu.

Q: Mado wa doko ni arimasu ka?

A: Mado wa asoko ni arimasu.

Q: Kokuban wa koko ni arimasu ka?

A: Iie, kokuban wa soko ni arimasen. Asoko ni arimasu.

Q: Kyookasho wa doko ni arimasu ka?

A: Kyookasho wa tsukue no ue ni arimasu.

Q: Enpitsu wa doko ni arimasu ka?

A: Enpitsu wa hako no naka ni arimasu.

Q: Kaban wa doko ni arimasu ka?

A: Kaban wa tsukue no shita ni arimasu.

B. Dialogue

- 1. A: Ohayoo gozaimasu.
 - B: Ohayoo gozaimasu.
- 2. A: Saa, hajimemashoo.
 - B: Hai, hajimemashoo.
- 3. A: Hako wa doko ni arimasu ka?
 - B: Hako wa tsukue no ue ni arimasu.
- 4. A: Hakuboku wa doko ni arimasu ka?
 - B: Hakuboku wa hako no naka ni arimasu.
- 5. A: Watakushi no kaban wa doko ni arimasu ka?
 - B: Anata no kaban wa tsukue no shita ni arimasu.
- 6. A: Watakushi no kyookasho wa koko ni arimasu ka?
 - B: Hai, soko ni arimasu.
- 7. A: Watakushi no booshi mo koko ni arimasu ka?
 - B: lie, anata no booshi wa soko ni arimasen. Asoko ni arimasu.
- 8. A: Hai, yoku dekimashita.
 - B: Doomo arigatoo gozaimasu.
 - A: Doo itashimashite. 157

C. Dialogue Translation

- 1. A: Good morning.
 - B: Good morning.
- 2. A: Well, let's begin.
 - B: Yes, let's begin.
- 3. A: Where is the box?
 - B: The box is on top of the desk.
- 4. A: Where is the chalk?
 - B: The chalk is inside the box.
- 5. A: Where is my briefcase?
 - B: Your briefcase is under the box.
- 6. A: Is my textbook here?
 - B: Yes, it's there.
- 7. A: Is my hat here, too?
 - B: No, your hat is not there. It's over there.
- 8. A: Yes, well done.
 - B: Thank you very much.
 - A: Not at all.

D. Pronunciation Drill

1. Sentence intonation -- Breaks are indicated by a '/.'

KORE WA / NAN DESU KA?

SORE WA / KOKUBAN DESU.

IIE, / SORE WA / KOKUBAN DEWA ARIMASEN.

WATAKUSHI WA / SENSEI DESU.

IIE, / SONOKATA WA / SHOOKOO DEWA ARIMASEN.

KORE WA / KAMI DESU KA, / HON DESU KA?

XX-SAN / ANATA MO / SHIRIMASEN KA?

ENPITSU WA / HAKO NO UE NI / ARIMASU.

KYOOKASHO WA / DOKO NI / ARIMASU KA?

E. Writing System

1. Hiragana writing of contracted sounds

| きゃ | (kya) | Lx. | (sha) | 5× | (cha) |
|-------|----------------|-------|-------|------------|--------------|
| きゅ | (kyu) | Lyp | (shu) | ちゅ | (chu) |
| きょ | (kyo) | ls | (sho) | ちょ | (cho) |
| 15% | (nya) | Ux | (hya) | HX. | (mya) |
| Kyp | (nyu) | Up | (hyu) | 2+ m | (myu) |
| 152 | (nyo) | Vs | (hyo) | 2+2 | (myo) |
| | | | | | |
| 1)* | (rya) | *** | (gya) | l** | (ja) |
| 1)* | (rya) | きゃ きゅ | (gya) | じゃ | (ja) (ju) |
| | | | | in port as | |
| 1) 49 | (ryu) | きゅ | (gyu) | l'ip | (ju) |
| 1) 4 | (ryu) (ryo) | ぎゅきょ | (gyu) | l'ip | (ju) |

Lesson 6

2. Hiragana reading exercise

- (1) きしゃ (15) ぎゅうにく
- (2) きょうしつ (16) さんびゃく
- (3) てんじょう (17) ぎょうれつ
- (4) みょうにち (18) きゃくま
- (5) ちゃいろ (19) きょうだい
- (6) ひゃくしょう (20) ぎゅうにゅう
- (7) りょこう (21) びょういん
- (8) びょうき (22) りょうリヤ
- (9) げっきゅうび
- (10) 3, Vx
- (11) リゃくじ
- (12) きんぎょ
- (13) ちょっと
- (14) きょうかしょ

3. Special writing for the particles \underline{WA} and \underline{E} .

The Hiragana '\ld' is utilized to write the particle \underline{WA} , and the Hiragana '\ld' for the particle \underline{E} .

For example:

"Watakushi wa sensei desu" is written:
わたくし<u>は</u> せんせいてす。

"Watakushi wa gakkoo e ikimasu" is written:

わたくしは がっこうへ いきます。

F. Explanatory Notes

1. NI

The particle NI is placed immediately after place nouns in sentences with the existential verbs ARIMASU to indicate the place of existence. Some of the place nouns used in this lesson are:

koko here

soko there

asoko over there

ue top

naka inside

shita underneath

2. Locative phrases to indicate specific places of existence are formed by the pattern:

(a). Noun or pronoun + NO + place noun + NI

HAKO NO UE NI on top of the box

HAKO NO NAKA NI inside of the box

TSUKUE NO SHITA NI underneath the desk

(b). Place noun + NI

KOKO NI here

SOKO NI there

ASOKO NI over there

GAKKOO NI in school

KYOOSHITSU NI

in the classroom

c. Examples:

HON WA TSUKUE NO UE NI ARIMASU. 'The book is on top of the desk.'

TSUKUE WA SOKO NI ARIMASU. 'The desk is there.'

HAKO WA TSUKUE NO SHITA NI ARIMASU. 'The box is under the desk.'

HON WA KOKO NI ARIMASEN. 'The book is not here.'

KABAN WA KYOOSHITSU NI ARIMASEN. 'The briefcase is not in the classroom.'

G. Homework Assignment

- 1. Memorize the Dialogue.
- 2. Memorize the vocabulary.
- 3. Listen to the tape and practice pronunciation.
- 4. Read the Explanatory Notes.
- 5. Practice reading and writing of contracted sounds in
 Hiragana.

H. Vocabulary

1. Nouns

hako box

hakuboku cha1k

kaban briefcase briefcase

2. Place nouns

doko where?

koko here

soko there

asoko over there

naka inside

ue top

shita underneath

3. Function words

ni on, in, to, etc.

saa well

4. Idioms

hajimemashoo let's begin

hako no naka ni inside the box

hako no ue ni on top of the box

hako no shita ni underneath the box

VOL I (Les 1-6) Vocabulary List

| | English Equivalent | Lesson No. |
|------------------|--|--------------------|
| - áme | rain | 3 |
| -ame | candy | 3 |
| anata | you stand to the same of the s | Litera 2 Part Look |
| anata-gata | you boy doesn't | 00182 00000 |
| anata-gata no | your, yours | 2 |
| anata no | your, yours | 2 |
| ano | that | 2 usiique |
| ano-kata | that person over there | 2 ooxing |
| ano-kata no | his Yabyaq | gekkyanb 2 |
| arimasen | is not, are not | genki deSu |
| arimasu | is, are | 6 |
| atsúi | hot | 5 |
| atsui | thick | 5 |
| ashi | feet, leg | oodaamanijad 1 |
| booshi | hat | 2 oxisi |
| byooki | sick | 5 Soderand |
| chiisai | small | 5 anad |
| chizu | map | 5 Ident |
| dentoo | electric light | 2 Islan |
| desu | is, are, am | 1 leisoted |
| dewa | then | 1 |
| dewa arimasen | is not, are not | 1 |
| dewa mata ashita | I'll see you tomorrow, | 4 |
| | then. | id. |
| doko | where? | 6 |

| donata | who? | 2 |
|-----------------------------|----------------------|---|
| donata no | whose? | 2 |
| doo itashimashite | Don't mention it. | 3 |
| Doomo arigatoo gozaimasu | Thank you very much. | 3 |
| e | picture | 1 |
| enpitsu | penci1 | 1 |
| gakkoo | school . | 4 |
| gekkyuubi | payday | 5 |
| genki desu | I am fine. | 1 |
| gunjin | soldier | 2 |
| hai | yes | 1 |
| hajimemashoo | Let's begin. | 6 |
| hako | box | 6 |
| Numerion words | chalk | 6 |

hakuboku cha1k 1 nose hana hashi 3 bridge 2 weapon heiki private heisotsu hi fire sun hi day hi 1 book hon 168

| iie | no | 1 |
|----------------|----------------------|---|
| Ikaga desu ka? | How are you? | 1 |
| isu | chair | 1 |
| ka | question particle | 1 |
| ka ka? | is or? | 3 |
| kaban | briefcase | 6 |
| kabe | wall | 1 |
| kami | paper | 1 |
| kanai | my wife | 5 |
| kashikan | NCO | 2 |
| kippu | ticket | 4 |
| kitte | stamp | 4 |
| kokuban | blackboard | 1 |
| konnichi wa | hello | 1 |
| kono | this | 2 |
| kono-kata | this person, he, she | 2 |
| kono-kata no | his, her, hers | 2 |
| kore | this | 1 |
| kuchi | mouth | 1 |
| kyoo | today | 5 |
| kyookasho | textbook | 5 |
| kyooshitsu | classroom | 5 |
| matchi | matches | 4 |
| | | |

| mado | window | 1 |
|-------------------|----------------------|----------|
| me | eye | desu ka? |
| donata up | whose? | 1 |
| mimi | ear | 1 |
| mijikai | short | 5 |
| mo | also | 3 |
| √ moo jikan desu | It's time already. | 4 |
| nagai | long | 5 |
| naka | inside | 6 |
| nan | what? | 1 |
| ni | to, on, in, etc. | 6 |
| naka ni | in | 6 |
| ue ni | on | 6 |
| shita ni | under | 6 |
| nippongo | Japanese language | 5 |
| Ogenki desu ka? | Are you fine? | 3 |
| Ohayoo gozaimasu. | Good morning. | 3 |
| Okagesama de. | Thanks to you. | 3 |
| okusan | madam, Mrs. (others) | 5 |
| ookii | large | 5 |
| saa | we11 | 6 |
| samui | cold | 5 |
| sáke | salmon | 3 |
| sake | Japanese rice wine | 3 |

| | san | Mr., Mrs., Miss, etc. | 4 |
|---|----------------|-----------------------|---|
| | Sayonara. | Goodbye. | 4 |
| | Sayoonara. | Goodbye. | 4 |
| | seito | student | 2 |
| | sensei | teacher | 2 |
| | shinbun | newspaper | 4 |
| | Shirimasen. | I don't know. | 4 |
| | Shirimasen ka? | Don't you know? | 4 |
| | shita | underneath | 6 |
| | shoojuu | rif1e | 2 |
| | shookoo | officer | 2 |
| | soko | there | 6 |
| | sono | that | 2 |
| | sono-kata | that person; he; she | 2 |
| | sono-kata no | his; her, hers | 2 |
| | sore | that | 1 |
| / | sukoshi | a little | 5 |
| | tanoshii | happy | 5 |
| | te | hand | 1 |
| | teeburu | table | 2 |
| | tenjoo | ceiling | 2 |
| | to | door | 1 |
| | tokei | watch, clock | 4 |

| tsúchi | hammer | 3 |
|--------------------|-------------------|--------------|
| tsuchi | earth, dirt | -9 28 23 |
| tsukue | desk | yronara. |
| ue | top, above | 6 |
| usui | thin | 5 |
| watakushi | I s time already. | 2 |
| watakushi no | my, mine | , masemi 2 |
| watakushi-tachi | we | Ted nesemb 2 |
| watakushi-tachi no | our, ours | 2 |
| Yoku dekimashita. | You did well. | 3 |
| yuka | floor | 00001 |
| zasshi | magazine | 4 |
| | | |

ca 120 functional items

172